South Dakota

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Reading	Proficient	Educator committee generates standards	2004	None
State standards	South Dakota administered the State Test of Educational Progress (STEP) in grades 3-8 and 11 in reading and mathematics. The Dakota STEP, which was un-timed and yielded both norm-referenced and standards-based scores, had as its basic platform the augmented Stanford 10 (SAT-10). South Dakota used four achievements levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** Students are able to read at increasing levels of complexity for a variety of reasons. Students are able to apply various reading strategies to comprehend and interpret text. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses. Students are able to interpret and respond to diverse works from various cultures and time periods. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts. **Grade 8.** Students are able to read at increasing levels of complexity for a variety of reasons. Students are able to apply various reading strategies to comprehend and interpret text. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses. Students are able to interpret and respond to diverse works from various cultures and time periods. Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.					

South Dakota

Reading

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	South Dakota grade 4 data were not available					0.4	4.0	0.4
8	South Dakota grade 8 data were not available					0.3	2.9	0.2

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, and taking the test at the student's home.

South Dakota

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
	4 and 8	Mathematical problem solving	Proficient	Educator committee generates standards	2004	None
State standards	South Dakota administered the State Test of Educational Progress (STEP) in grades 3-8 and 11 in reading and mathematics. The Dakota STEP, which was un-timed and yielded both norm-referenced and standards-based scores, had as its basic platform the augmented Stanford 10 (SAT-10). South Dakota used four achievements levels for reporting purposes: below basic, basic, proficient, and advanced.					
State performance standard for AYP	**Grade 4.** In algebra, students use procedures to transform algebraic expressions; use a variety of algebraic concepts and methods to solve equations and inequalities; interpret and develop mathematical models; describe and use properties and behaviors of relations, functions, and inverses. In geometry, students use deductive and inductive reasoning to recognize and apply properties of geometric figures; use properties of geometric figures to solve problems. In measurement, students apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them by applying measurement concepts in practical applications. In number sense, students analyze the structural characteristics of the real number system and its various subsystems; analyze the concepts of value, magnitude, and relative magnitude of real numbers; apply number operations with real numbers and other number systems; develop conjectures, predictions, or estimations to solve problems and verify or justify the results. In statistics and probability, students apply statistical methods to analyze data and explore probability for making decisions and predictions by using statistical models to gather, analyze, and display data to draw conclusions and applying the concepts of probability to predict events/outcomes and solve problems. **Grade 8.** In algebra, students use procedures to transform algebraic expressions; use a variety of algebraic concepts and methods to solve equations and inequalities; interpret and develop mathematical models; describe and use properties and behaviors of relations, functions, and inverses. In geometry, students use deductive and inductive reasoning to recognize and apply properties of geometric figures; use properties of geometric figures to solve problems. In measurement, students apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them by applying measurement concepts in practical applications. In number sense, students analyze the structural characteristics of the real number system and its various subsystems; analyze the concepts of value, magnitude, and relative magnitude of real numbers; apply number operations with real numbers and other number systems; develop conjectures, predictions, or estimations to solve problems and verify or justify the results. In statistics and probability, students apply statistical methods to analyze data and explore probability for making decisions and predictions by using statistical models to gather, analyze, and display data to draw conclusions and applying the concepts of probability to predict events/outcomes and solve problems.					

South Dakota

Mathematics

Grade	2005 NAEP scale equivalent: NAEP equivalent at the state standard for AYP	Standard error	Relative error[1]	Correlation between NAEP and state results: Unadjusted	Correlation between NAEP and state results: Adjusted[2]	2005 NAEP exclusion rates: English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities
4	South Dakota grade 4 data were not available					0.4	1.3	0.1
8	South Dakota grade 8 data were not available					0.2	1.9	0.1

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Visual cues, amplification equipment, audio/video equipment, noise buffer, tape recorder, communication device, multiple sessions, taking the test at a time beneficial to the student, carrel, minimizing distractions, taking the test at the student's home, calculator (allowed on mathematics problem solving subtest for grades 4, 5, 6, 7, 8, and 11), and abacus (for visually impaired students only).