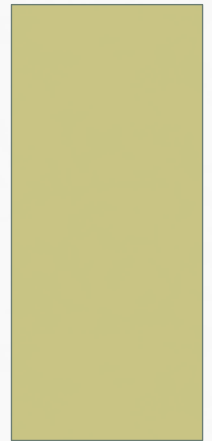




# GOVERNOR'S TASK FORCE FOR IMPROVING EDUCATION

JAMIE MACMILLAN  
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# IDAHO EDUCATION FIELD GUIDE

IDAHO BUSINESS FOR EDUCATION

**In reading and math,  
more than 6 in 10 of  
Idaho 4th and 8th  
graders are not  
proficient.**



National Assessment of Educational Progress, 2011

**To say that 60 percent of Idaho's students in grades 4 and 8 are scoring below NAEP *Proficient* is to say that 60 percent of Idaho's students in grades 4 and 8 are not scoring higher than grade level.**

**The “Percent of students below NAEP *Proficient*” statistic is worse than USELESS, it is MISLEADING!**

NAEP *Proficient* is not the same as state proficient. According to Andrew Kolstad, a senior technical advisor at the National Center for Education Statistics (NCES), “State assessments often define 'proficiency' as solid grade-level performance, often indicating readiness for promotion to the next grade. NAEP's policy definition of its 'Proficient' achievement level is 'competency over challenging subject matter' and is implicitly intended to be higher than grade-level performance.”

In 2001, the National Assessment Governing Board (NAGB) anticipating NCLB's requirements regarding the use of NAEP data noted, “In particular, it is important to understand clearly that the *Proficient* achievement level does not refer to ‘at grade’ performance. Nor is performance at the *Proficient* level synonymous with 'proficiency' in the subject. That is, students who may be considered proficient in a subject, given the common usage of the term, might not satisfy the requirements for performance at the NAEP [ *Proficient* ] achievement level. Further, *Basic* achievement is more than minimal competency. *Basic* achievement is less than mastery but more than the lowest level of performance on NAEP. Finally, even the best students you know may not meet the requirements for *Advanced* performance on NAEP.”

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