

Mapping State Proficiency Standards onto the 2015 NAEP Reading and Mathematics Scales Study

Since 2003, the National Center for Education Statistics (NCES) has compared each state's standard for proficient performance in reading and mathematics by placing the state standards onto a common scale defined by NAEP scores. This process of "state mapping" shows where each state's standards lie on the NAEP scale, providing important contributions to analysis.

The state mapping studies performed by NCES offer several important contributions to national education analyses. First, the mapping analyses allow each state to compare the stringency of its criteria for proficiency with that of other states. Second, they inform a state whether the rigor of its standards, as represented by the NAEP scale equivalent of the state's standard, changed over time. Significant differences in NAEP scale equivalents might reflect changes in state assessments and standards or changes in policies or practices that occurred between the years. Finally, when key aspects of a state's assessment or standards remain the same, these mapping analyses allow NAEP to corroborate state-reported changes in student achievement.

NCES has released five [mapping reports](#) using state data for reading and mathematics at grades 4 and 8 from 2003, 2005, 2007, 2009, and 2013. Historically, these reports have shown that the variation among state achievement standards has been and continues to be wide. School year 2014-15 marks a large shift in state assessments, as many states utilized consortia-developed assessments. This closed session briefing will review the embargoed results of NCES's forthcoming 2015 state mapping study.