

Appendix C • 2005 to 2010 Comparisons

The criteria and grading scale used to judge ELA and math standards in this analysis differ from those used in our last round of state standards reviews, published in 2005.

First, there was no “common grading metric” in 2005, which made it more difficult to compare grades across subjects.

In addition, several changes have been made to the subject-specific criteria. Below is a summary of the criteria and grading scales used for the 2005 analyses.

2005 ELA Criteria and Grading Scale

In 2005, ELA scores were analyzed against criteria in five areas:

- » **Purpose and expectations:** Standards were judged on whether American literature was mentioned, whether they specifically required students to become literate American citizens, whether they adequately cover early reading content, and whether state assessments were based on the standards, with blueprints that distinguish literary from non-literary reading. (24 points)
- » **Organization:** The overall presentation and organization of the presentation was evaluated and judged. (12 points)
- » **Disciplinary coverage:** Standards were evaluated to ensure they covered critical K-12 content, including listening and speaking skills, reading for information, writing, etc. (28 points)
- » **Quality:** The quality of the standards was evaluated by whether the standards were written in clear, specific, and jargon-free language, and whether they demonstrate a rigorous progression of content from grade to grade. (24 points)
- » **Requirements or expectations that impede learning:** States could lose points in this area for including expectations that addressed, for example, the teaching of moral and social dogma, the assumption that texts are subject to an infinite number of interpretations, and whether the standards explicitly or implicitly support a particular pedagogy or philosophy. (-6 points)

After points were calculated, the score was converted to a grade-point average by dividing the total score by twenty-two (the total number of positive criteria against which the standards were judged). Finally, the GPA was converted to a letter grade (Table C-1).

Table C-1: 2005 Grading Scale for ELA

2005 Grading Scale	
A	3.5-4.0
B	2.7-3.49
C	1.71-2.69
D	1.3-1.7
F	1.29 and below

For additional details on the criteria and grading scale used in the 2005 ELA reviews, please visit: http://www.edexcellence.net/detail/news.cfm?news_id=337.

For a comparison of the state ELA grades in 2005 and 2010, please see Table 2 in the *Executive Summary*.

2005 Math Criteria and Grading Scale

In math, standards were judged in 2005 against criteria in four areas, each worth a total of four points:

- » **Clarity:** refers to the clarity of language, the definitiveness of prescriptions given (i.e., they leave little room for interpretation), and testability of the standards.
- » **Content:** refers to the coverage of essential K-12 mathematics content.
- » **Reason:** refers to whether their statement includes or implies that standards are to be taught with the explicit inclusion of information on their standing within the overall structures of mathematical reason.
- » **Negative qualities:** looks for the presence of unfortunate features of the document that contradict its intent or would cause its reader to deviate from what otherwise good, clear advice the document contains.

Content was weighted more heavily (40 percent) than were clarity, reason, or negative qualities (each 20 percent). Scores were then converted into a GPA (Table C-2) based on a four-point grade scale.

Table C-2: 2005 Grading Scale for Math

2005 Grading Scale	
A	3.25 – 4.0
B	2.5 – 3.24
C	1.75 – 2.49
D	1.0-1.74
F	0.0-0.99

For additional details on the criteria and grading scale used in the 2005 math reviews, please visit: http://www.edexcellence.net/detail/news.cfm?news_id=338.

For a comparison of the state math grades in 2005 and 2010, please see Table 3 in the *Executive Summary*.