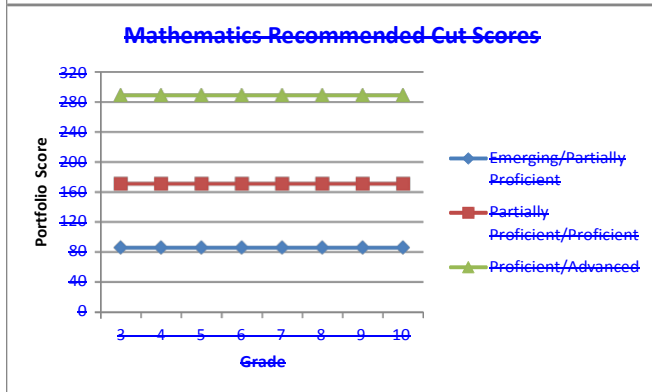
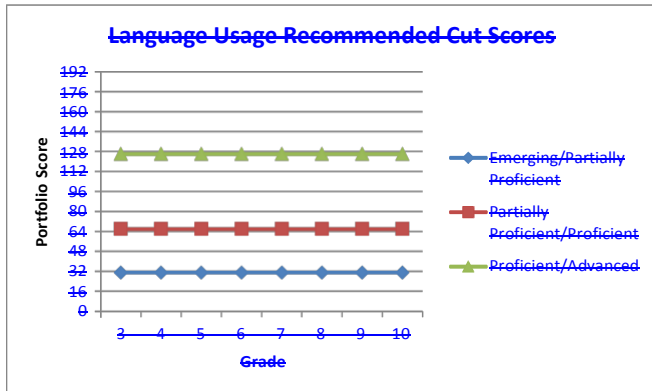


Table 1. Recommended Cut Scores

Subject	Recommended Cut Scores	Grade							
		3	4	5	6	7	8	9	10
Language Usage	Emerging/Partially Proficient	31	31	31	31	31	31	31	31
	Partially Proficient/Proficient	66	66	66	66	66	66	66	66
	Proficient/Advanced	126	126	126	126	126	126	126	126
Mathematics	Emerging/Partially Proficient	86	86	86	86	86	86	86	86
	Partially Proficient/Proficient	171	171	171	171	171	171	171	171
	Proficient/Advanced	289	289	289	289	289	289	289	289
Reading	Emerging/Partially Proficient	62	62	62	62	62	62	62	62
	Partially Proficient/Proficient	147	147	147	147	147	147	147	147
	Proficient/Advanced	256	256	256	256	256	256	256	256
Science	Emerging/Partially Proficient			76		76			76
	Partially Proficient/Proficient			168		168			168
	Proficient/Advanced			288		288			288



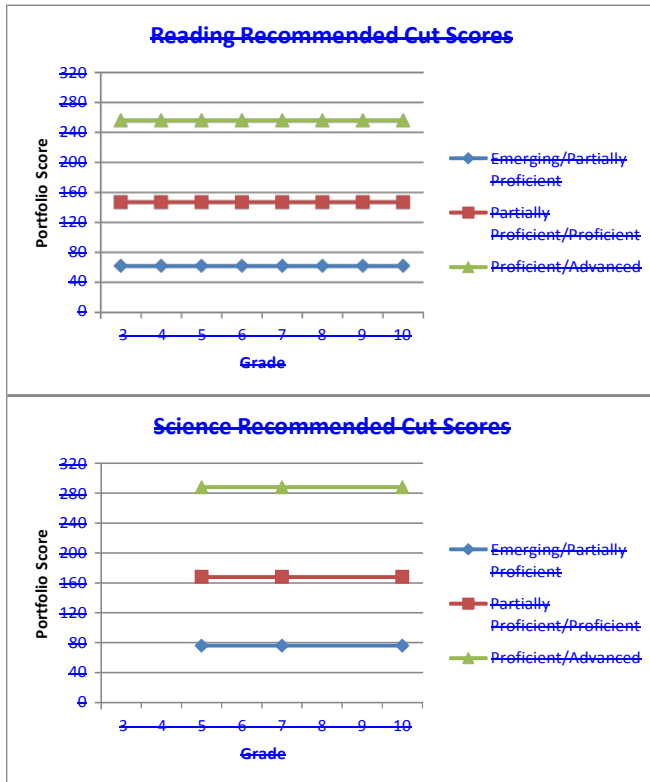


Figure 1. Recommended Cut Scores

ISAT Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 3**
Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.4 Decoding Skills—Identify word patterns and/or word families
- 1.7 Acquire Fluency—Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the information and events in text to self

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and **near the highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.4 Decoding Skills—Identify word patterns and/or word families
- 1.7 Acquire Fluency—Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the information and events in text to self

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.4 Decoding Skills—Identify word patterns and/or word families
- 1.7 Acquire Fluency—Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the information and events in text to self

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.4 Decoding Skills—Identify word patterns and/or word families
- 1.7 Acquire Fluency—Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the information and events in text to self

ISAT Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 4**
Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.4 Decoding Skills—Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects cause and effect relationships in text

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and **near the highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.4 Decoding Skills—Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects cause and effect relationships in text

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.4 Decoding Skills—Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects cause and effect relationships in text

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.4 Decoding Skills—Identify word parts as letters and syllables, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 4 appropriate text
- 1.8 Vocabulary/Concept Development—Use dictionary materials to develop concepts and vocabulary
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects cause and effect relationships in text

ISAT Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.4 Decoding Skills—Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 5 appropriate text
- 1.8 Vocabulary/Concept Development—Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence, and near the highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.4 Decoding Skills—Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 5 appropriate text
- 1.8 Vocabulary/Concept Development—Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.4 Decoding Skills—Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 5 appropriate text
- 1.8 Vocabulary/Concept Development—Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.4 Decoding Skills—Use word parts (letters, syllables) to read, i.e., prefix, word family, root word, suffix
- 1.7 Acquire Fluency—Read simplified, grade 5 appropriate text
- 1.8 Vocabulary/Concept Development—Use reference materials to develop vocabulary and meaning of words, e.g., dictionary or thesaurus
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.2 Concepts of Text—Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills—Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency—Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and **near the highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.2 Concepts of Text—Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills—Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency—Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.2 Concepts of Text—Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills—Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency—Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.2 Concepts of Text—Identify parts of a book and/or text features to aid in comprehension, i.e., directions, sequences, glossary
- 1.5 Decoding Skills—Identify that letters put together with certain rules make words
- 1.7 Acquire Fluency—Read simplified, grade 6 appropriate text
- 2.1 Strategies/Skills for Comprehending Text—Identify the purpose of different kinds of text
- 2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text

ISAT Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 7**
Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~1.5 Decoding Skills—Identify that letters put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 7 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify the purpose or use of various text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and **near the highest level (3) on Complexity for most (4)** of the following extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~1.5 Decoding Skills—Identify that letters put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 7 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify the purpose or use of various text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text~~

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~1.5 Decoding Skills—Identify that letters put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 7 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify the purpose or use of various text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text~~

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection, such as appendix~~
- ~~1.5 Decoding Skills—Identify that letters put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 7 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify the purpose or use of various text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Connects the cause and effect relationship in text~~

ISAT Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 8**
Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection~~
- ~~1.5 Decoding Skills—Identify that syllables put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 8 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify a cause and effect relationship in text~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and **near the highest level (3) on Complexity for most (4)** of the following extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection~~
- ~~1.5 Decoding Skills—Identify that syllables put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 8 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify a cause and effect relationship in text~~

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection~~
- ~~1.5 Decoding Skills—Identify that syllables put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 8 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify a cause and effect relationship in text~~

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- ~~1.2 Concepts of Text—Use parts of a book and/or text features to understand a selection~~
- ~~1.5 Decoding Skills—Identify that syllables put together with certain rules make words~~
- ~~1.7 Acquire Fluency—Read simplified, grade 8 appropriate text~~
- ~~2.1 Strategies/Skills for Comprehending Text—Interpret facts or events from different kinds of text to demonstrate understanding~~
- ~~2.1 Strategies/Skills for Comprehending Text—Identify a cause and effect relationship in text~~

ISAT Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 9/10**
Advanced

Students at this level are able to perform at or near the **highest level (3 or 4) of Accuracy and Independence**, and at the **highest level (4) of Complexity for all (5)** of the following extended content objectives:

- 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature
- 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.
- 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text
- 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and **near the highest level (3) on Complexity for most (4)** of the following extended content objectives:

- 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature
- 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.
- 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text
- 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.

Partially Proficient

Students at this level are able to perform at **moderate levels (2 or 3) on Accuracy and Independence**, and at or near the **highest level (3 or 4) on Complexity for some (2 to 4)** of the following extended content objectives:

- 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature
- 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.
- 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text
- 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.

Emerging

Students at this level are able to perform at up to a **moderate levels (3) on Accuracy, Independence, and Complexity on up to 2** of the extended content objectives:

- 1.2 Concepts of Text — Use parts of a book and/or text features to identify genre of literature
- 1.8 Vocabulary and Concept Development — Use context clues to determine the meaning of words.
- 2.1 Strategies/Skills for Comprehending Text — Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text — Identify and sequence information or procedures from informational text
- 2.3 Comprehend Literary Text — Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage ~~Grade Level: Grade 3~~
Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~○ 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~○ 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~○ 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~○ 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~○ 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~○ 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.~~

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- ~~○ 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~○ 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~○ 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought.~~

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage ~~Grade Level: Grade 4~~

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative based on personal experience.~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- ~~3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write a short narrative that includes a specific action, setting, and/or character(s).~~
- ~~5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions—Write fluently and legibly; demonstrate use of capitalization skills.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought, and identify future verb tenses, adjectives, and personal pronouns.~~

ISAT Alt Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:

- ~~3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.~~

ISAT Alt Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and**

Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.~~

ISAT Alt Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 8

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas; identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas; identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- ~~3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas; identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,~~

~~Spelling, and Conventions Usage Skills—Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

Emerging

~~Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended content objectives:~~

- ~~○ 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.~~
- ~~○ 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future-verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.~~
- ~~○ 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.~~

ISAT Alt Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (3)** of the following extended content objectives:

- 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.
- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2)** of the following extended content objectives:

- 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.
- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.

Partially Proficient

Students at this level are able to perform at or near **moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2)** of the following extended content objectives:

- 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.
- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.
- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.

Emerging

Students at this level are able to perform at up to a **moderate level (3) of Accuracy and Independence, and at up to a moderate level of Complexity (2) on up to 2** of the extended-content objectives:

- ~~3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.~~
- ~~3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.~~
- ~~4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.~~

ISAT Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 3

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Use appropriate tools or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.
- 5.2 Collect, Organize, and Display Data—Organize and display data in bar graphs or circle graphs in order to answer a question.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Use appropriate tools or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.
- 5.2 Collect, Organize, and Display Data—Organize and display data in bar graphs or circle graphs in order to answer a question.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Use appropriate tools or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.
- 5.2 Collect, Organize, and Display Data—Organize and display data in bar graphs or circle graphs in order to answer a question.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computation Accurately—Use objects, pictures, symbolic systems and/or calculator to solve addition and subtraction problems.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Use appropriate tools or non-standard units to measure length or temperature.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships with quantity.

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe attributes.~~
- ~~o 5.2 Collect, Organize, and Display Data—Organize and display data in bar graphs or circle graphs in order to answer a question.~~

ISAT Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 4

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Identify the standard tools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data—Organize data in a table or line graphs in order to chart to answer a question.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Identify the standard tools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data—Organize data in a table or line graphs in order to chart to answer a question.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Identify the standard tools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data—Organize data in a table or line graphs in order to chart to answer a question.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computation Accurately—Add and subtract whole numbers, with or without the use of manipulatives; choose concrete objects or symbolic systems to find the solutions.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Identify the standard tools to make formal measurements of length, time, temperature, and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for ($<$, $>$, $=$) to express relationships with quantity.

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships – Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.~~
- ~~o 5.2 Collect, Organize, and Display Data – Organize data in a table or line graphs in order to chart to answer a question.~~

ISAT Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements—Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify a polygon and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data—Organize data and display data in a tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements—Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify a polygon and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data—Organize data and display data in a tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computation Accurately—Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements—Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify a polygon and develop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data—Organize data and display data in a tables, bar graphs, and circle or line graphs using title, labels, and reasonable scales.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computation Accurately—Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements—Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships—Compare objects or pictures using vocabulary or symbols for (\lt , \gt , $=$) to express relationships.

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships - Identify a polygon and develop vocabulary to describe the attributes.~~
- ~~o 5.2 Collect, Organize, and Display Data - Organize data and display data in a tables, bar graphs and circle or line graphs using title labels and reasonable scales.~~

ISAT Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 6

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend whole number patterns, using manipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend whole number patterns, using manipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend whole number patterns, using manipulatives and pictorial representations if needed.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend whole number patterns, using manipulatives and pictorial representations if needed.

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~o 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.~~

ISAT Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 7

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.

- ~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~o 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

**ISAT-Alt Performance Level Descriptors
2010-2011**

Content Area: Mathematics

Grade Level: Grade 8

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns and match the rule

~~(function) that generated the pattern using rational numbers.~~

~~o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~

~~o 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

ISAT Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 9/10

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate tool correctly.
- 3.3 Solve Algebraic Equations and Inequalities—Match a math problem with a graphical representation.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate tool correctly.
- 3.3 Solve Algebraic Equations and Inequalities—Match a math problem with a graphical representation.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- 1.2 Perform Computations Accurately—Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate tool correctly.
- 3.3 Solve Algebraic Equations and Inequalities—Match a math problem with a graphical representation.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- 1.2 Perform Computations Accurately—Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.

- ~~○ 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate tool correctly.~~
- ~~○ 3.3 Solve Algebraic Equations and Inequalities—Match a math problem with a graphical representation.~~
- ~~○ 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.~~
- ~~○ 5.1 Understand Data Analysis—Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

ISAT Alt Performance Level Descriptors

Content Area: Science

Grade Level: Grade 5

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- Nature of Science—Use observations and data to make a prediction
- Physical Science—Describe the physical differences among solids, liquids, and gases
- Biology—Understand traits that are passed from parents to offspring
- Earth Science—Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected
- Technology—Demonstrate how science and technology are part of a student's life

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- Nature of Science—Use observations and data to make a prediction
- Physical Science—Describe the physical differences among solids, liquids, and gases
- Biology—Understand traits that are passed from parents to offspring
- Earth Science—Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected
- Technology—Demonstrate how science and technology are part of a student's life

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- Nature of Science—Use observations and data to make a prediction
- Physical Science—Describe the physical differences among solids, liquids, and gases
- Biology—Understand traits that are passed from parents to offspring
- Earth Science—Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected
- Technology—Demonstrate how science and technology are part of a student's life

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- Nature of Science—Use observations and data to make a prediction
- Physical Science—Describe the physical differences among solids, liquids, and gases
- Biology—Understand traits that are passed from parents to offspring
- Earth Science—Identify how the interactions among the solid earth, oceans, and atmosphere (erosion, climate, tectonics, and continental drift) are connected
- Technology—Demonstrate how science and technology are part of a student's life

ISAT Alt Performance Level Descriptors

~~Content Area: Science~~

~~Grade Level: Grade 7~~

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- ~~○ Nature of Science — Identify observation data to use in defensible inferences.~~
- ~~○ Physical Science — Identify the properties of matter~~
- ~~○ Biology — Communicate how dominant and recessive traits are inherited~~
- ~~○ Earth Science — Identify the water cycle and its relationship to weather and climate~~
- ~~○ Technology — Identify an alternate source of energy~~

ISAT Alt Performance Level Descriptors

~~Content Area: Science~~

~~Grade Level: Grade 9/10~~

Advanced

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy and Independence**, and at the **highest level (4) on Complexity** for **all (5)** of the following extended content objectives:

- ~~○ Nature of Science—Demonstrate understanding of a system~~
- ~~○ Physical Science—Identify matter that has basic electrical properties~~
- ~~○ Biology—Identify different functions of particular cell structures~~
- ~~○ Earth Science—Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology—Identify common environmental issues with water, air quality, or trash~~

Proficient

Students at this level are able to perform at or near the **highest levels (3 or 4) on Accuracy, near the highest level (3) on Independence**, and **at or near the highest level (3 or 4) on Complexity** for **most (3-4)** of the following extended content objectives:

- ~~○ Nature of Science—Demonstrate understanding of a system~~
- ~~○ Physical Science—Identify matter that has basic electrical properties~~
- ~~○ Biology—Identify different functions of particular cell structures~~
- ~~○ Earth Science—Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology—Identify common environmental issues with water, air quality, or trash~~

Partially Proficient

Students at this level are able to perform **at or near moderate levels (2 to 3) on Accuracy and Independence**, and **at or near moderate levels (2 or 3) on Complexity** for **some (2 to 3)** of the following extended content objectives:

- ~~○ Nature of Science—Demonstrate understanding of a system~~
- ~~○ Physical Science—Identify matter that has basic electrical properties~~
- ~~○ Biology—Identify different functions of particular cell structures~~
- ~~○ Earth Science—Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology—Identify common environmental issues with water, air quality, or trash~~

Emerging

Students at this level are able to perform **up to moderate levels (3) on Accuracy and Independence**, and **up to a basic level (2) of Complexity** on **up to 2** of the extended content objectives:

- ~~○ Nature of Science—Demonstrate understanding of a system~~
- ~~○ Physical Science—Identify matter that has basic electrical properties~~
- ~~○ Biology—Identify different functions of particular cell structures~~
- ~~○ Earth Science—Show how interactions between the solid earth, oceans, atmosphere, and organisms have changed the earth over time~~
- ~~○ Technology—Identify common environmental issues with water, air quality, or trash~~

IDAHO ALTERNATE
ASSESSMENT
ACHIEVEMENT
STANDARDS

PERFORMANCE LEVEL
DESCRIPTORS

English Language Arts and Mathematics
IDAPA 08.02.03.004

As approved by the
Idaho State Board of Education
June 15, 2017

CONFIDENTIAL

NCSC Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	25	32	22	30	16	25	19
% Level 2	20	28	31	29	33	23	31
% Level 3	36	23	32	17	34	26	25
% Level 4	20	17	14	24	17	25	25
% Level 3 & 4	56	40	46	41	51	51	50

CONFIDENTIAL

NCSC English Language Arts							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	39	34	23	33	32	28	28
% Level 2	25	20	30	30	17	28	18
% Level 3	26	36	37	26	36	26	35
% Level 4	9	10	10	11	15	18	19
% Level 3 & 4	35	46	47	37	51	44	54

Grade 3 ELA Performance Level Descriptors

Level 1 <u>Low text complexity - Brief text with straightforward ideas and relationships: short, simple sentences.</u>	Level 2 <u>Low text complexity - Brief text with straightforward ideas and relationships: short, simple sentences.</u>	Level 3 <u>Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</u>	Level 4 <u>High text complexity - Text with detailed and implied complex ideas and relationships: a variety of sentence types, including phrases and transition words.</u>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify the topic of a literary text • identify a detail from a literary text • identify a character or setting in a literary text • identify the topic of an informational text • identify a title, caption, or heading in an informational text • identify an illustration related to a given topic • identify a topic presented by an illustration • identify the meaning of words (i.e., nouns) 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple words <p style="text-align: center;">AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text <p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) • identify elements of a narrative text to include beginning, middle, and end • identify the category related to a set of facts 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words <p style="text-align: center;">AND with High text complexity - Text with detailed and implied complex ideas and relationships: a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text <p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify grade level words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple meaning words
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a statement related to an everyday topic 			

Grade 4 ELA Performance Level Descriptors

<p>Level 1</p> <p><u>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</u></p>	<p>Level 2</p> <p><u>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</u></p>	<p>Level 3</p> <p><u>Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</u></p>	<p>Level 4</p> <p><u>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</u></p>				
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> identify a topic of a literary text identify a detail from a literary text identify a character in a literary text identify charts, graphs, diagrams, or timelines in an informational text identify a topic of an informational text use context to identify the meaning of multiple meaning words identify general academic words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the theme of literary text and identify supportive details describe character traits using text-based details in literary text determine the main idea of informational text locate information in charts, graphs, diagrams, or timelines use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words <p>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions use context to identify the meaning of multiple meaning words <p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the theme of literary text and identify supportive details determine the main idea of informational text explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words <p>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions describe character traits using text-based details in literary text use context to identify the meaning of multiple meaning words identify grade level words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the theme of literary text and identify supportive details determine the main idea of informational text explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use general academic words 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify the concluding sentence in a short explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify elements of a narrative text to include beginning, middle, and end identify a concluding sentence related to information in explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify the concluding sentence in a short explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify elements of a narrative text to include beginning, middle, and end identify a concluding sentence related to information in explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text 					

Grade 5 ELA Performance Level Descriptors

Level 1 Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Level 2 Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Level 3 Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.	Level 4 High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify an event from the beginning of a literary text • identify a detail from a literary text • identify a character, setting and event in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify the difference in how information is presented in two sentences 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple meaning words <p>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify a sentence that is organized for a text structure such as comparison/contrast 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple meaning words <p>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • support an explanatory text topic with relevant information 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple meaning words

Grade 6 ELA Performance Level Descriptors

<p>Level 1</p> <p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Level 2</p> <p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Level 3</p> <p>Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</p>	<p>Level 4</p> <p>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify an event from the beginning or end of a literary text • identify a detail from a literary text • identify a character in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify a fact from an informational text • identify a description of an individual or event in an informational text • use context to identify the meaning of multiple meaning words • identify the meaning of general academic words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end without including personal opinions • support inferences about characters using details in literary text • use details from the text to elaborate a key idea in informational text <p>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • use context to identify the meaning of multiple meaning words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end without including personal opinions • support inferences about characters using details in literary text • summarize an informational text without including personal opinions • use details from the text to elaborate a key idea in informational text • use evidence from the text to support an author's claim in informational text • summarize information presented in two informational texts • use domain specific words accurately <p>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • use context to identify the meaning of multiple meaning words <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify transition words and phrases to convey a sequence of events in narrative text 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • summarize a literary text from beginning to end without including personal opinions • use details from a literary text to answer specific questions • support inferences about characters using details in literary text • use details from the text to elaborate a key idea in an informational text • use evidence from the text to support an author's claim in informational text • use domain specific words accurately

Grade 7 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity – <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify a theme from a literary text • identify an inference from a literary text • identify a conclusion from an informational text • identify a claim the author makes in an informational text • compare and contrast two statements related to the same topic • use context to identify the meaning of words 	<p>Low text complexity – <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify the relationship between individuals or events in an informational text • use evidence from the text to support an author's claim in informational text in informational text <p>AND with Moderate text complexity – <i>Text with clear, complex ideas and relationships and simple, compound sentences.</i></p> <ul style="list-style-type: none"> • use details to support themes from literary text • use details to support inferences from literary text <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative 	<p>Moderate text complexity – Text with clear, complex ideas and relationships and simple, compound sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a conclusion from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author's claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases <p>AND with High text complexity – Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • use details to support themes from literary text • use details to support inferences from literary text <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a sentence that provides a conclusion in narrative text 	<p>High text complexity – Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a conclusion from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author's claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases

Grade 8 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify a theme from a literary text • identify an inference from a literary text • identify a fact related to a presented argument in informational text • identify a similar topic in two informational texts • use context to identify the meaning of multiple meaning words • identify the meaning of general academic words 	<p>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a conclusion from literary text • identify an inference drawn from an informational text • identify the portion of text which contains specific information • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain specific words or phrases accurately <p>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</p> <ul style="list-style-type: none"> • analyze the development of a theme including the relationship between a character and an event in literary text • use context to identify the meaning of grade-level words and phrases <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an explanatory text to include introduction, body, and conclusion • identify an idea relevant to a claim 	<p>Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a conclusion from literary text • use details to support an inference from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain specific words and phrases accurately <p>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • analyze the development of a theme including the relationship between a character and an event in literary text • use context to identify the meaning of grade-level words and phrases <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify relevant information to support a claim 	<p>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a conclusion from literary text • use details to support an inference from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain specific words and phrases accurately

Grade 11 ELA Performance Level Descriptors

Level 1 <u>Low text complexity -</u> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Level 2 <u>Low text complexity -</u> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Level 3 <u>Moderate text complexity - Text</u> <i>with clear, complex ideas and relationships and simple, compound sentences.</i>	Level 4 <u>High text complexity - Text with</u> <i>detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify a summary of a literary text • identify an event from a literary text • identify the central idea of an informational text • identify facts from an informational text • identify what an author tells about a topic in informational text • use context to identify the meaning of multiple meaning words • identify a word used to describe a person, place, thing, action or event 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • identify a conclusion from an informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts <p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple, compound sentences.</i></p> <ul style="list-style-type: none"> • evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an argument to include introduction, claim, evidence, and conclusion • identify how to group information for a specific text structure 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts <p>AND with High text complexity - Text <i>with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p> <ul style="list-style-type: none"> • evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify relevant information to address a given topic and support the purpose of a text 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts

Grade 3 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4</p> <p style="text-align: center;">High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve addition problems • identify growing number patterns • identify an object showing a specified number of parts shaded • identify which object has the greater number of parts shaded • identify an object equally divided in two parts • identify the number of objects to be represented in a pictograph 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve addition and subtraction word problems • identify an arrangement of objects which represents factors in a problem • solve multiplication equations in which both numbers are equal to or less than five • identify multiplication patterns • identify a set of objects as nearer to 1 or 10 • identify a representation of the area of a rectangle 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve addition and subtraction word problems • check the correctness of an answer in the context of a scenario • solve multiplication equations in which both numbers are equal to or less than five • identify multiplication patterns • match fraction models to unitary fractions • compare fractions with different numerators and the same denominator • transfer data from an organized list to a bar graph 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve addition and subtraction word problems • check the correctness of an answer in the context of a scenario • solve multiplication equations in which both numbers are equal to or less than five • identify multiplication patterns • match fraction models to unitary fractions • compare fractions with different numerators and the same denominator • transfer data from an organized list to a bar graph
<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • identify geometric figures which are divided into equal parts 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • round numbers to nearest 10 • identify geometric figures which are divided into equal parts • count unit squares to compute the area of a rectangle 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • round numbers to nearest 10 • identify geometric figures which are divided into equal parts • count unit squares to compute the area of a rectangle 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • round numbers to nearest 10 • identify geometric figures which are divided into equal parts • count unit squares to compute the area of a rectangle

Grade 4 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4</p> <p style="text-align: center;">High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify an array with the same number of objects in each row • identify values rounded to nearest tens place • identify equivalent representations of a fraction (e.g., shaded diagram) • compare representations of a fraction (e.g., shaded diagram) • identify a rectangle with the larger or smaller perimeter • identify a given attribute of a shape • identify the data drawn in a bar graph that represents the greatest value 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • match a model to an multiplication expression using two single digit numbers • identify a model of a multiplicative comparison • show division of objects into equal groups • round numbers to nearest 10, 100 or 1000 • differentiate parts and wholes • compute the perimeter of a rectangle <p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • identify equivalent fractions • select a 2-dimensional shape with a given attribute 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve multiplication word problems • show division of objects into equal groups • round numbers to nearest 10, 100, or 1000 • compare two fractions with different denominators • sort a set of 2-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph <p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • solve a multiplicative comparison word problem using up to two-digit numbers • check the correctness of an answer in the context of a scenario • identify equivalent fractions 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve multiplication word problems • show division of objects into equal groups • round numbers to nearest 10, 100 or 1000 • compare two fractions with different denominators • sort a set of 2-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph

Grade 5 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4</p> <p style="text-align: center;">High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve one-step subtraction word problems • divide sets (no greater than 6) into two equal parts • identify values in the tenths place • identify a number in the ones, tens or hundreds place • identify a given axis of a coordinate plan • match the conversion of 3 feet to 1 yard to a model • calculate elapsed time (i.e., hours) • identify whether the values increase or decrease in a line graph 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify if the total will increase or decrease when combining sets • perform operations with decimals • identify a symbolic representation of the addition of two fractions • identify place values to the hundredths place • convert standard measurements 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve multiplication and division word problems • perform operations with decimals • solve word problems involving fractions • identify place values to the hundredths place • locate a given point on a coordinate plane when given an ordered pair • convert standard measurements • convert between minutes and hours • make quantitative comparisons between data sets shown as line graphs 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve multiplication and division word problems • perform operations with decimals • solve word problems involving fractions • identify place values to the hundredths place • locate a given point on a coordinate plane when given an ordered pair • convert standard measurements • convert between minutes and hours • make quantitative comparisons between data sets shown as line graphs
<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • compare the values of two products based upon multipliers • round decimals to nearest whole number 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • compare the values of two products based upon multipliers • round decimals to nearest whole number 		

Grade 6 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4</p> <p style="text-align: center;">High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>identify a model of a given percent</u> • <u>match a given unit rate to a model</u> • <u>identify a representation of two equal sets</u> • <u>identify a number less than zero on a number line</u> • <u>identify the meaning of an unknown in a modeled equation</u> • <u>count the number of grids or tiles inside a rectangle to find the area of a rectangle</u> • <u>identify the object that appears most frequently in a set of data (mode)</u> • <u>identify a representation of a set of data arranged into even groups (mean)</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>match a given ratio to a model</u> • <u>recognize a representation of the sum of two halves</u> • <u>solve real world measurement problems involving unit rates</u> • <u>identify a representation of a value less than zero</u> • <u>identify the median or the equation needed to determine the mean of a set of data</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>perform operations using up to three-digit numbers</u> • <u>solve real world measurement problems involving unit rates</u> • <u>identify positive and negative values on a number line</u> • <u>determine the meaning of a value from a set of positive and negative integers</u> • <u>solve word problems with expressions including variables</u> • <u>compute the area of a parallelogram</u> • <u>identify the median or the equation needed to determine the mean of a set of data</u> 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • <u>solve real world measurement problems involving unit rates</u> • <u>identify positive and negative values on a number line</u> • <u>solve word problems with expressions including variables</u> • <u>compute the area of a parallelogram</u> • <u>identify the median or the equation needed to determine the mean of a set of data</u>
<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • <u>perform one-step operations with two decimal numbers</u> • <u>solve word problems using a percent</u> 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • <u>perform one-step operations with two decimal numbers</u> • <u>solve word problems using a percent</u> • <u>solve word problems using ratios and rates</u> 		

Grade 7 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4</p> <p style="text-align: center;">High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify a representation which represents a negative number and its multiplication or division by a positive number • identify representations of area and circumference of a circle • identify representations of surface area • make qualitative comparisons when interpreting a data set presented on a bar graph or in a table 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • match a given ratio to a model • identify the meaning of an unknown in a modeled equation • describe a directly proportional relationship (i.e., increases or decreases) • find the surface area of three-dimensional right prism 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve division problems with positive/negative whole numbers • solve word problems involving ratios • use a proportional relationship to solve a percentage problem • identify proportional relationships between quantities represented in a table • identify unit rate (constant of proportionality) in tables and graphs of proportional relationships • compute the area of a circle • find the surface area of a three-dimensional right prism 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • solve division problems with positive/negative whole numbers • solve word problems involving ratios • identify proportional relationships between quantities represented in a table • compute the area of a circle • find the surface area of a three-dimensional right prism
<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • solve multiplication problems with positive/negative whole numbers • interpret graphs to qualitatively contrast data sets 	<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • solve multiplication problems with positive/negative whole numbers • interpret graphs to qualitatively contrast data sets 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • solve multiplication problems with positive/negative whole numbers • evaluate variable expressions that represent word problems • interpret graphs to qualitatively contrast data sets 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • solve multiplication problems with positive/negative whole numbers • evaluate variable expressions that represent word problems • interpret graphs to qualitatively contrast data sets

Grade 8 Mathematics Performance Level Descriptors

<p style="text-align: center;">Level 1</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 2</p> <p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 3</p> <p style="text-align: center;">Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">Level 4</p> <p style="text-align: center;">High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • locate a given decimal number on a number line • identify the relatively larger data set when given two data sets presented in a graph • identify congruent rectangles • identify similar rectangles • identify an attribute of a cylinder • identify a rectangle with the larger or smaller area as compared to another rectangle • identify an ordered pair and its point on a graph 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • identify the solution to an equation which contains a variable • identify the y-intercept of a linear graph • match a given relationship between two variables to a model • identify a data display that represents a given situation • interpret data presented in graphs to identify associations between variables <p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • identify congruent figures • use properties of similarity to identify similar figures • interpret data tables to identify the relationship between variables 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • locate approximate placement of an irrational number on a line • solve a linear equation which contains a variable • identify the relationship shown on a linear graph • calculate slope of a positive linear graph • compute the change in area of a figure when its dimensions are changed • solve for the volume of a cylinder • plot provided data on a graph <p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • interpret data presented in graphs to identify associations between variables • interpret data tables to identify the relationship between variables • use properties of similarity to identify similar figures • identify congruent figures 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • locate approximate placement of an irrational number on a number line • solve a linear equation which contains a variable • identify the relationship shown on a linear graph • compute the change in area of a figure when its dimensions are changed • plot provided data on a graph

Grade 11 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • arrange a given number of objects into two sets in multiple combinations • match an equation with a variable to a provided real world situation • determine whether a given point is or is not part of a data set shown on a graph • identify an extension of a linear graph • use a table to match a unit conversion • complete the formula for area of a figure 	<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • identify the model that represents a square number • identify variable expressions which represent word problems • identify the hypotenuse of a right triangle • identify the greatest or least value in a set of data shown on a number line • identify the missing label on a histogram • calculate the mean and median of a set of data 	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • compute the value of an expression that includes an exponent • identify variable expressions which represent word problems • solve real world measurement problems that require unit conversions • find the missing attribute of a three-dimensional figure • determine two similar right triangles when a scale factor is given • make predictions from data tables and graphs to solve problems • plot data on a histogram • calculate the mean and median of a set of data 	<p>High task complexity - <i>Multiple mathematical ideas presented in problems using various representations of numbers, variables, and other item elements</i></p> <p>He/she is able to:</p> <ul style="list-style-type: none"> • identify variable expressions which represent word problems • solve real world measurement problems that require unit conversions • determine two similar right triangles when a scale factor is given • make predictions from data tables and graphs to solve problems • plot data on a histogram • calculate the mean and median of a set of data
	<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • identify the linear representation of a provided real world situation • use an equation or a linear graphical representation to solve a word problem 	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> • identify the linear representation of a provided real world situation • use an equation or a linear graphical representation to solve a word problem • identify a histogram which represents a provided data set 	

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