



**Idaho – National Center and
State Collaborative (ID-NCSC)
Alternate Assessment**

Spring 2016

**Guide for Score Report
Interpretation**

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Introduction to the ID-NCSC Alternate Assessment

Purpose

The ID-NCSC Alternate Assessment is developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Common Core State Standards (CCSS). The ID-NCSC Alternate Assessment is a component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the CCSS.

ID-NCSC's long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school capable of pursuing post-secondary options. A well-designed summative assessment alone is insufficient to achieve this goal.

The ID-NCSC Alternate Assessment is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement on grade-level content standards.

Student Participation

The criteria for student participation in the Test reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. The table below shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

The student is eligible to participate in the alternate assessment if the student meets **all** three of the criteria presented in the table.

Participation Criteria

	Participation Criteria Descriptors
1.	The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations.
2.	The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments).
3.	The student is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction.

ID-NCSC Alternate Assessment Development

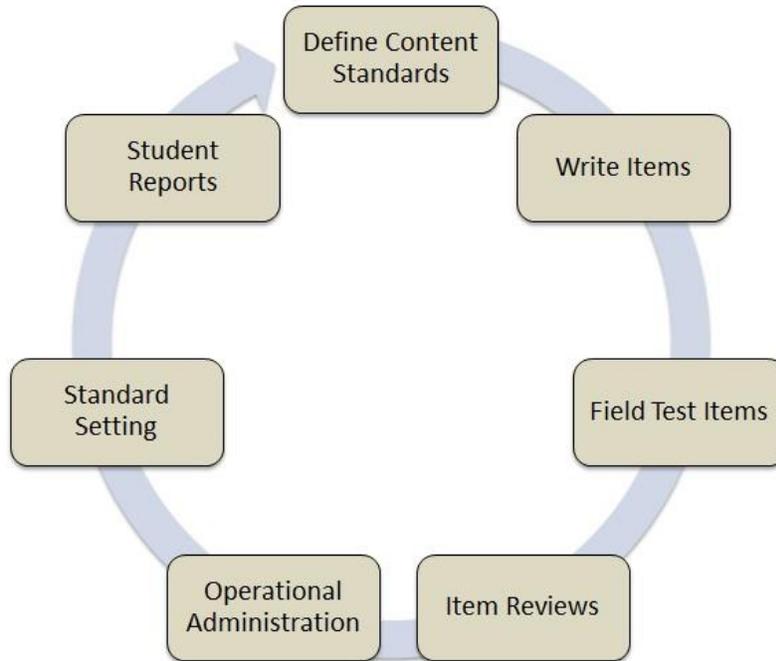
ID-NCSC looked at the Learning Progression Frameworks (LPFs) together with the grade-level content expectations from the CCSS to identify and clarify the most salient grade-level, core academic content to guide instruction and assessment of students with the most significant cognitive disabilities from kindergarten through high school. This academic content is referred to as the Core Content Connectors (CCCs). The CCCs identify the academic content designed to frame instruction and assessment while retaining the grade level content focus of the CCSS and the learning targets of the LPFs. Each CCC represents a teachable and assessable part of the content.

ID-NCSC used components of evidence centered design (ECD) to develop the ID-NCSC Alternate Assessment. ID-NCSC developed a conceptual model to systematically vary item complexity across and within content standards and domains that incorporated the interaction between content aligned to the CCSS, tasks, characteristics of SWSCD, and how SWSCD demonstrate what they know and can do. The guiding principle for the alternate assessment development was to create an assessment for grades 3 through 8 and 11, in mathematics and English language arts, that: (a) was accessible to all students, (b) supported the score inferences, and (c) collected evidence to examine the interpretive argument.

Universal Design for Learning (UDL) is integrated into the ID-NCSC development framework and promotes accessibility of items through consideration of student needs and abilities during initial design and throughout the design process.

Content experts developed item specifications based on the final design patterns and task templates provided by ID-NCSC. Each set of specifications began with identification of the CCSS, the CCC, the focal knowledge, skills, and abilities (FKSAs) and the Essential Understandings derived from the CCC.

See the diagram below for a visual representation of the development process.



Assessments for students with significant cognitive disabilities rely on a foundation of communicative competence. Students who do not have receptive and expressive communication are unlikely to be able to demonstrate what they know and can do on an assessment. Students who do not have a mode of communication are identified during the assessment process. Post assessment, teachers may use the Communication Toolkit developed by NCSC to help these students develop a mode of communication. The toolkit can be found here: https://wiki.ncscpartners.org/index.php/Communication_Tool_Kit

Overview of the ID-NCSC Alternate Assessment Format

The ID-NCSC Alternate Assessment assesses English language arts (reading and writing) and mathematics at grades 3-8 and 11. The ID-NCSC Alternate Assessment is aligned to the State Content Standards and the NCSC Core Content Connectors. It is an on demand item-based assessment made up mostly of selected response items written at four levels of complexity. The NCSC partnership designed the ID-NCSC Alternate Assessment to capture student performance at different levels of skill acquisition.

To access the age- and grade-appropriate general curriculum content and to build skills and knowledge in mathematics and ELA, students with significant cognitive disabilities often need adaptations, scaffolds, and supports. During instruction, in response to students' progress in their current level of understanding and with specific use of evidence-based methods of teaching, students gradually move to more complex learning, needing progressively fewer scaffolds and supports. For students to accurately demonstrate what they know and can do, these age- and grade-appropriate adaptations, scaffolds, and supports also need to be present within the assessment process itself.

The assessment items incorporate important aspects of item design related to both varying levels of content complexity and the degree and type of scaffolds and supports. The assessment is designed to be administered in a paper–pencil format. The passages, items and response options are read to the student by the test administrator. The ID-NCSC Alternate Assessment permits student-specific accommodations, such as assistive technology for student response modes and sign language.

Each content area consists of 20-30 items, mostly selected response items split into multiple sessions, as shown below.

ID-NCSC ELA Test		
Session 1: Reading	Session 2: Reading	Session 3: Writing
Literary and informational reading passages and associated Selected-Response Reading items Open-Response Foundational Reading items (Grades 3 and 4 only)	Literary informational reading passages and associated Selected-Response Reading items Open-Response Foundational Reading items (Grades 3 and 4 only)	Selected-Response Writing items

ID-NCSC Mathematics Test	
Mathematics Session 1	Mathematics Session 2
<ul style="list-style-type: none"> Selected-Response Mathematics items Constructed-Response Mathematics Completion items in selected grades 	<ul style="list-style-type: none"> Selected-Response Mathematics items Constructed-Response Mathematics Completion items in selected grades

Description of ID-NCSC Alternate Assessment Item Types

Selected-Response (SR) items: Reading, Writing and Mathematics SR items (multiple choice) are presented to students in a standard format. All directions and materials needed for administering selected-response items are in the secure Directions for Test Administration (DTA) that accompanies each test form. Every item is presented in the following order:

1. Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
2. Item question
3. Answer options presented in stacked, or vertical, formation

Students select a response from the options. They may do so in a variety of ways (verbalizing, gesturing, using eye gaze or communication devices, assistive technology, etc.). TAs will record student responses in the Directions for Test Administration (DTA) during the administration. The student responses are later transferred to the Student Answer Document.

Constructed-Response (CR) items: In selected grades for mathematics, CR items require students to develop an answer instead of selecting an answer from response options. CR items are presented as novel tasks using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps culminating with the Test Administrator (TA) scoring the student performance using the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Directions and materials needed for administering mathematics CR items are included in the secure Directions for Test Administration (DTA) that accompanies each mathematics test form. The TA records the student CR score into the DTA. The student responses are later transferred to the Student Answer Document.

Open-Response (OR) Foundational Reading items: Open-response (OR) foundational reading items are included in the reading test in grades 3 and 4 only. These items are word-identification tasks. Students are requested to identify words as each is individually presented. Directions for administering OR items are included in the secure Directions for Test Administration (DTA) that accompany each ELA test form. The TA enters the student's scores into the DTA. The student responses are later transferred to the Student Answer Document.

Scoring

Scoring of all items is accomplished through the use of a scannable form with the student's recorded response to each item. Specifically, Selected Response items are scored as correct or incorrect based on answer keys. Mathematics Constructed Response items are reviewed by the Test Administrator, and then marked correct or incorrect on the scannable form. Items without responses receive a score of zero.

ID-NCSC Alternate Assessment Score Reporting

Overview

This guide describes the various types of score reports provided for the 2016 ID-NCSC alternate assessment administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s).

Users of score report results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information on student performance, e.g., IEP progress reports and report cards.

Key features of the ID-NCSC Alternate Assessment score reporting system include:

- *Reporting of performance level.* Performance levels for the ID-NCSC Alternate Assessment were established after the first administration of the assessment in 2015. Broad-based committees of educators assembled to establish levels of performance on the ID-NCSC Alternate Assessment defined as “performance levels.” The performance level reporting system reflects the recommendations made by the standard-setting committees. Each student’s performance level is reported by content area.
- *Reporting of scale scores.* Each student’s performance is reported using a scale score. The scale score provides more precise information about the student’s performance than performance level alone. Scale scores may be used to make comparisons of performance within each content area across grades.
- *Descriptive and informative reports.* In addition to including student demographic information, performance level, and scale scores, the Individual Student Report contains supportive information about student performance and what the ID-NCSC Alternate Assessment measures.

Performance Levels

The ID-NCSC Alternate Assessment uses a scale score system to express the student's specific performance score. The scale score is used as the basis for assigning a student's performance level in each content area. Table 1 shows the scale score ranges for performance levels for each grade and content area. The student's demonstration of the grade level skills and knowledge required by the assessment is reported as a performance level ranging from 1 to 4, with Levels 3 and 4 designated as 'Meets Expectations'.

ID-NCSC developed Performance Level Descriptors for mathematics and English language arts (ELA) at grades 3-8 and 11 through an iterative process involving multiple stakeholder groups. The ID-NCSC partnership developed grade-level PLDs to summarize the knowledge, skills, and abilities (KSAs) prioritized for the ID-NCSC Alternate Assessment that students need to attain at each level of achievement (Level 1- Level 4). Each performance level is understood to include the knowledge, skills and abilities of the preceding performance levels

Descriptions of performance levels can be found in Appendix B. The Performance Level Descriptors (PLDs) provided in Appendix B differ from those used in the Individual Student Report. Those presented in Appendix B are more detailed and may be more useful for school and district staff.

It is through PLDs that teachers, parents, and the public can see not only what grade-level content a student should know and do to meet expectations, but also how well the student needs to perform—what depth, breadth, and complexity is an appropriately high expectation. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.

Table 1
Performance-Level Scale Score Ranges
for 2016 by Content Area and Grade

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English Language Arts							
Level 4	1251-1290	1258-1290	1256-1290	1253-1290	1255-1290	1250-1290	1255-1290
Level 3	1240-1250	1240-1257	1240-1255	1240-1252	1240-1254	1240-1249	1240-1254
Level 2	1234-1239	1234-1239	1232-1239	1231-1239	1236-1239	1230-1239	1236-1239
Level 1	1200-1233	1200-1233	1200-1231	1200-1230	1200-1235	1200-1229	1200-1235
Mathematics							
Level 4	1254-1290	1251-1290	1255-1290	1249-1290	1254-1290	1249-1290	1249-1290
Level 3	1240-1253	1240-1250	1240-1254	1240-1248	1240-1253	1240-1248	1240-1248
Level 2	1236-1239	1233-1239	1231-1239	1234-1239	1232-1239	1234-1239	1234-1239
Level 1	1200-1235	1200-1232	1200-1230	1200-1233	1200-1231	1200-1233	1200-1233

Interpreting and Using the ID-NCSC Alternate Assessment Scores

The ID-NCSC Alternate Assessment tests student performance in English language arts (ELA) and mathematics based on alternate achievement standards. The student's performance on the ID-NCSC Alternate Assessment is reported by a scale score for each content area, and by a performance level. Scale scores are reported for each student on the Individual Student Report (ISR), and School Roster Report.

ID-NCSC Alternate Assessment scores may be used in conjunction with the Individualized Education Program (IEP) progress reports and report cards to evaluate the student's performance on academic content and skills. The scores can inform planning for instruction that is aligned with the State Content Standards. The State Content Standards can be used to assist the teacher in interpreting the student's scores in relation to the standards and in planning standards-based instruction. ID-NCSC Alternate Assessment scores should not be used in making program placement decisions about students.

When reviewing scores for a student who was tested by another teacher or test administrator, it may be beneficial to consult with the test administrator to obtain any information that may be helpful in interpreting the scores, answering any questions, or in conducting the next assessment.

The student performance scores can be interpreted in the context of the relevant Performance Level Descriptors, State Content Standards and Core Content Connectors.

Types of Score Reports

Score reports are generated for each district, school, and student and accessed by Special Education Directors through a secure FTP site. Special Education Directors will receive an email from Measured Progress with login instructions to the secure FTP site. If the Special Education Director does not receive an email by August 2nd, please contact Amanda Casale at Casale.Amanda@measuredprogress.org for information.

Listed below are the types of ID-NCSC Alternate Assessment score reports that will be available on the ID-NCSC secure FTP site. All ID-NCSC Alternate Assessment score reports are confidential documents.

- Reports for the District
 - District Summary Report
 - Student Results File CSV
- Reports for the School
 - School Summary report
 - School Roster Report
 - Student Results File CSV
 - Individual Student Report

Special Reporting Codes and Messages

In some cases students were assigned a special reporting code. A complete list of special reporting codes and their associated descriptions is provided below. For additional information or interpretation of special reporting codes, contact The Idaho Special Education Assessment Coordinator, Karlynn Laraway at 208-332-6824 or klaraway@sde.idaho.gov.

Test Status		
Code	Test Status	Description
ESR	Early Stopping Rule	If the TA did not observe a student response after the presentation of 4 items, the test was stopped by the TA
ESM	Early Stopping Rule Misadministration	Testing may have ended early on the basis that a consistent mode of communication was not observed. At least one response was recorded for the student, but the student may not have had the opportunity to complete the entire test.
DNT	Did Not Test	Test returned with no SRC check and responses in the subject.
**WDR	Withdrew	The student withdrew.
**NLE	No Longer Eligible	Student is no longer eligible for testing.

***For ID-Alt 1516 Withdrew or No Longer Eligible are applied to both subjects when bubbled, regardless of item responses.*

Testing Participation Requirements by Content Area

All students were required to be assessed in English language arts (ELA) and mathematics. Participation Status is assigned independently for ELA and mathematics.

For additional information regarding the reported test status, contact The Idaho Special Education Assessment Coordinator, Karlynn Laraway at 208-332-6824 or klaraway@sde.idaho.gov.

Reports for the District

District Summary Report

The *District Summary Report* (DSR) provides district staff with a summary of student participation and performance by district and school. See Figure 1 below.

Figure 1 – Sample District Summary Report

		CONFIDENTIAL					SUMMARY REPORT Demonstration State Demonstration District A							
		English Language Arts					Performance Level							
		Enrolled	Tested	Invalid	Did Not Test	Average Scale Score	Level 1		Level 2		Level 3		Level 4	
							N	%	N	%	N	%	N	%
Grade 03	State	51	50	0	1	1236	18	36	10	20	11	22	11	22
	District	32	32	0	0	1238	10	31	6	19	9	28	7	22
Grade 04	State	54	51	1	2	1234	25	49	12	24	11	22	3	6
	District	30	30	0	0	1234	14	47	6	20	7	23	3	10
Grade 05	State	52	49	0	3	1234	14	29	11	22	19	39	5	10
	District	32	31	0	1	1235	9	29	7	23	10	32	5	16
Grade 06	State	52	50	0	2	1229	23	46	16	32	10	20	1	2
	District	37	36	0	1	1231	16	44	12	33	7	19	1	3
Grade 07	State	52	49	0	3	1233	22	45	11	22	13	27	3	6
	District	43	41	0	2	1235	18	44	10	24	10	24	3	7
Grade 08	State	52	52	0	0	1231	21	40	14	27	11	21	6	12
	District	40	40	0	0	1233	16	40	8	20	11	28	5	13
Grade 11	State	56	54	0	2	1229	34	63	19	35	1	2	0	0
	District	34	33	0	1	1231	18	55	14	42	1	3	0	0

The District Summary Report contains the following features, highlighted above:

1. Content Area of the report.
2. State and District included in the report.
3. Summary of results by Grade Level. The state and district data shown here are other third graders in the state and district.

Number of students Enrolled, Tested, Invalid and Did Not Test, and Average Scale Score by State, District and School. Refer to the Special Reporting Codes and Messages for information regarding test status. **Please note: The number **Enrolled** is equal to the total number of students listed on the roster. This includes all students except those that are “Withdrew” or “No Longer in *both* Math and ELA. **

4. The number and percentage of students at each performance level by grade in the state, district.

Reports for the School

School Summary Report

Figure 2 – Sample School Summary Report

		CONFIDENTIAL										SUMMARY REPORT						
		1					English Language Arts								2			
		Enrolled	Tested	4	Invalid	Did Not Test	Average Scale Score	5										
								Level 1		Level 2		Level 3		Level 4				
								N	%	N	%	N	%	N	%			
3	Grade 03	State	51	50	0	1	1236	18	36	10	20	11	22	11	22			
	District	19	18	0	1	1233	8	44	4	22	2	11	4	22				
	School	19	18	0	1	1233	8	44	4	22	2	11	4	22				
	Grade 04	State	54	51	1	2	1234	25	49	12	24	11	22	3	6			
	District	24	21	1	2	1232	11	52	6	29	4	19	0	0				
	School	24	21	1	2	1232	11	52	6	29	4	19	0	0				
	Grade 05	State	52	49	0	3	1234	14	29	11	22	19	39	5	10			
	District	20	18	0	2	1233	5	28	4	22	9	50	0	0				
	School	20	18	0	2	1233	5	28	4	22	9	50	0	0				
	Grade 06	State	52	50	0	2	1229	23	46	16	32	10	20	1	2			
	District	15	14	0	1	1224	7	50	4	29	3	21	0	0				
	School	15	14	0	1	1224	7	50	4	29	3	21	0	0				
	Grade 07	State	52	49	0	3	1233	22	45	11	22	13	27	3	6			
	District	9	8	0	1	1225	4	50	1	13	3	38	0	0				
	School	9	8	0	1	1225	4	50	1	13	3	38	0	0				
	Grade 08	State	52	52	0	0	1231	21	40	14	27	11	21	6	12			
	District	12	12	0	0	1226	5	42	6	50	0	0	1	8				
	School	12	12	0	0	1226	5	42	6	50	0	0	1	8				
	Grade 11	State	56	54	0	2	1229	34	63	19	35	1	2	0	0			
	District	22	21	0	1	1226	16	76	5	24	0	0	0	0				
	School	22	21	0	1	1226	16	76	5	24	0	0	0	0				

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The School Summary Report contains the following features, highlighted above:

1. Content Area of the report.
2. State, District and School included in the report.
3. Summary of results by Grade Level. The state and district data shown here are other third graders in the state, district and school.
4. Number of students Enrolled, Tested, Invalid and Did Not Test, and Average Scale Score by State, District and School. Refer to the Special Reporting Codes and Messages for information regarding test status. **Please note: The number **Enrolled** is equal to the total number of students listed on the roster. This includes all students except those that are "Withdrawn" or "No Longer in both Math and ELA. **
5. The number and percentage of students at each performance level by grade in the state, district and school.

School Roster Report

The school roster report provides student performance information at the school level for each grade, including each student’s test status, scale score and performance level. See Figure 3 below.

Figure 3 – Sample School Roster Report

CONFIDENTIAL													
 ID-NCSC Alternate Assessment	2								1 SCHOOL ROSTER REPORT Demonstration State Demonstration District A Demonstration School 1 Grade 03				
	English Language Arts							Mathematics					
3	Enrolled	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)
State	51	50	1236	36	20	22	22	50	1240	36	6	30	28
District	32	32	1238	31	19	28	22	32	1240	34	3	31	31
School	18	18	1238	28	33	17	22	18	1240	33	6	33	28

Spring 2016									
4	Student Name Student ID	5 English Language Arts				Mathematics			
		Test Status	State Compare	Scale Score	Performance Level	Test Status	State Compare	Scale Score	Performance Level
	LName107, FName107 D11000010		+	1260	Level 4		+	1258	Level 4
	LName108, FName108 D11000010		=	1240	Level 3		+	1255	Level 4
	LName116, FName116 D11000011	ESR	-	1200	Level 1	ESR	-	1200	Level 1
	LName117, FName117 D11000011		=	1236	Level 2		+	1245	Level 3
	LName52, FName52 D11000005		+	1245	Level 3		=	1243	Level 3
	LName53, FName53 D11000005		+	1251	Level 4		+	1258	Level 4
	LName54, FName54 D11000005	ESR	-	1200	Level 1	ESR	-	1200	Level 1
	LName64, FName64 D11000006		+	1267	Level 4		+	1258	Level 4
	LName65, FName65 D11000006		+	1248	Level 3		=	1240	Level 3
	LName66, FName66 D11000006		-	1231	Level 1		=	1243	Level 3
	LName72, FName72 D11000007		=	1235	Level 2		-	1229	Level 1
	LName73, FName73 D11000007		=	1233	Level 1		-	1231	Level 1

6	State Comparison Key
	- Performance is lower than state average
	= Performance is similar to state average
	+ Performance is greater than state average

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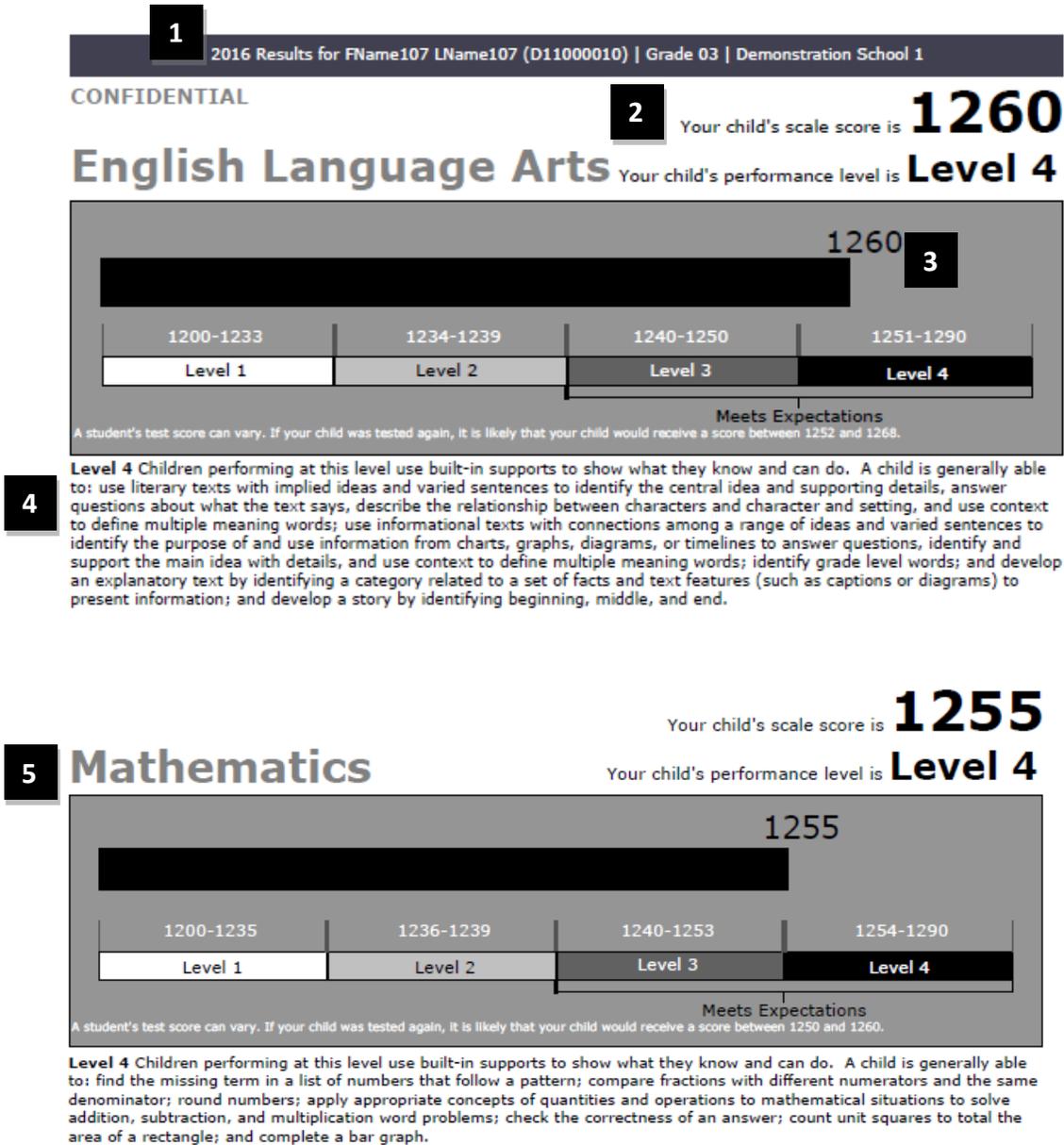
The School Roster Report contains the following features, highlighted above:

1. The state, district and school included in the report.
2. The results are displayed by Content Area.
3. A summary of enrolled and tested students, and the average scale score for the state, district and reported school. **Please note: The number **Enrolled** is equal to the total number of students listed on the roster. This includes all students except those that are “Withdrawn” or “No Longer in *both* Math and ELA. **
4. This section of the report includes all students tested at the school for the specified grade.
5. For each content area the student’s test status, comparison to other students in the same grade level in the state, scale score and performance level is displayed.
6. This key shows symbols used in the “State Compare” column.

Individual Student Report

The Individual Student Report provides scale score and performance level information for a specific student. Figure 4 shows page 2 of the ISR. A full sample ISR is included in Appendix A.

Figure 4 – Sample Individual Student Report



The Individual Student Report contains the following features, highlighted above:

1. The report header includes the student's full name, student ID, Grade and School.
2. The student's scale score and performance level for each content area is shown.
3. This display shows the student's score compared to the performance level scale.
4. This text shows the performance level descriptor for the student's performance level.
5. The results for each content area are displayed separately on the report.

Student Results File

A CSV file of student results will be available to District Test Coordinators through the ID-NCSC secure FTP site. District Test Coordinators will receive an email from Measured Progress with login information for accessing student files.

For complete file layout please visit:

Element Number	CEDS Element Name	Length	Description	Valid Values
1	State	4	2 character state abbreviation	ID = Idaho
2	Barcode	5	Unique Bookletnumber ID for the student	alphanumeric
3	DistrictID	7	State generated District Code	alphanumeric
4	SchoolID	7	State generated School Code	alphanumeric
5	State_Student_ID	9	State Supplied State Student ID	numeric, blank
6	Grade	2	Test Grade or Expected Grade Level for Testing if no test exists	03, 04, 05, 06, 07, 08, 11
7	LastOrSurname	40	Student Last Name	alphanumeric, printable ASCII characters except commas
8	FirstName	40	Student First Name	alphanumeric, printable ASCII characters except commas
9	MiddleName	40	Student Middle Name	alphanumeric, printable ASCII characters except commas
10	Sex	6	Student Gender	Male, Female, blank
11	Birthdate	10	The year, month, and day of the student birth date	YYYY-MM-DD
12	HispanicOrLatinaEthnicity	3	Ethnicity Hispanic or Latino	Yes, No, blank
13	AmericanIndianOrAlaskaNative	3	Race: American Indian or Alaska Native	Yes, No, blank
14	Asian	3	Race: Asian	Yes, No, blank
15	BlackorAfricanAmerican	3	Race: Black or African American	Yes, No, blank
16	NativeHawaiianOthPacificIslander	3	Race: Native Hawaiian or Other Pacific Islander	Yes, No, blank
17	White	3	Race: White or Caucasian	Yes, No, blank
18	DemographicRaceTwoOrMoreRaces	3	Race: Two or more	Yes, No, blank
19	IEP	3	Enrolled in IEP	Yes, No, blank
20	LEPStatus	3	Limited English Proficiency Status	Yes, No, blank
21	MigrantStatus	3	Migrant Student	Yes, No, blank
22	EconomicDisadvantageStatus	3	Economically Disadvantaged (Free/Reduced Lunch)	Yes, No, blank
23	HomeSchool	3	Student is HomeSchooled	Yes, No, blank

Appendix A

Individual Student Report



ID-NCSC
Alternate
Assessment

Spring 2016 English Language Arts and Mathematics Results for FName107 LName107 | Demonstration School 1 | Grade 03

Dear Parents and Guardians,

This report shows your child's scale score and performance level for the 2016 Idaho National Center and State Collaborative (ID-NCSC) Alternate Assessment in Mathematics and English Language Arts (ELA).

The ID-NCSC Alternate Assessment, developed by a group of states and national organizations, is your state's alternate assessment for Mathematics and ELA for grades 3 - 8 and 11. The ID-NCSC Alternate Assessment is designed to assess students with significant cognitive disabilities and measures academic content that is aligned to and derived from your state's content standards. The test contains many built-in supports that allow students to take the test using materials they are most familiar with and to communicate what they know and can do as independently as possible. These are some of the built-in supports found in the ID-NCSC Alternate Assessment:

- reduced passage length for the ELA reading passages
- pictures and other graphics to help students understand what they read (or what is being read to them)
- models for students to use during the ELA and mathematics tests
- common geometric shapes and smaller numbers on the mathematics tests
- the option to have the entire test read aloud

In order to support communication independence to the greatest extent possible, the ID-NCSC Alternate Assessment is designed to work with different communication modes and systems. Please discuss the specific ways your child participated with your child's teacher.

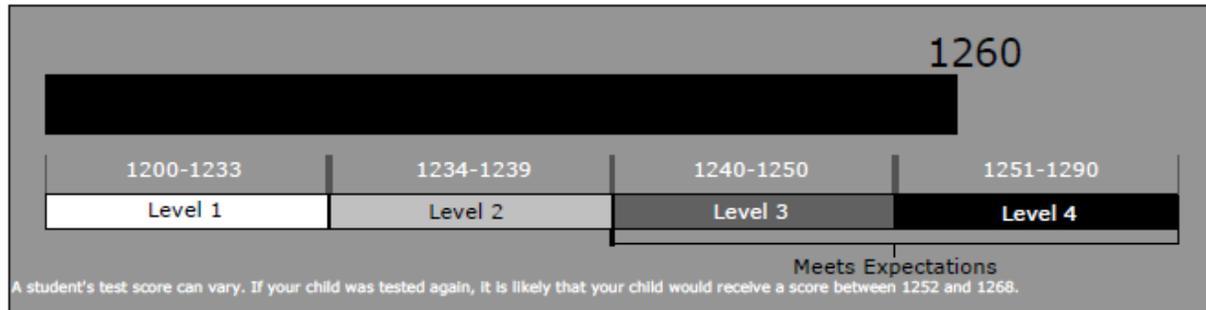
The scale score and performance level summarizes your child's performance on the academic standards in your state. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

You can find more information and resources for helping your child by talking to your child's teacher or by going to www.sde.idaho.gov/assessment/sped/index.html.

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Your child's scale score is **1260**

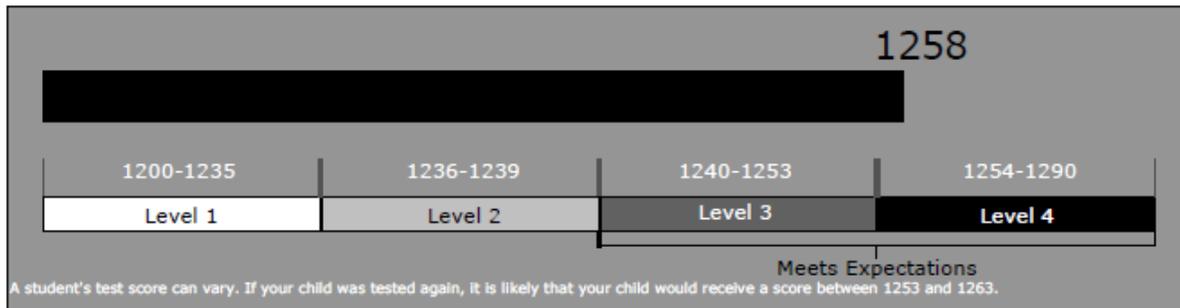
English Language Arts Your child's performance level is **Level 4**



Level 4 Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words; identify grade level words; and develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.

Your child's scale score is **1258**

Mathematics Your child's performance level is **Level 4**



Level 4 Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: find the missing term in a list of numbers that follow a pattern; compare fractions with different numerators and the same denominator; round numbers; apply appropriate concepts of quantities and operations to mathematical situations to solve addition, subtraction, and multiplication word problems; check the correctness of an answer; count unit squares to total the area of a rectangle; and complete a bar graph.

Appendix B

Performance Level Descriptors

English Language Arts

Grade 3 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>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<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 meaning words 	<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>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 with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text 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"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text 	<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) 	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify grade level words 	

Grade 4 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>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></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>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>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 Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text 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"> • use details from a literary text to answer specific questions • use context to identify the meaning of multiple meaning words 	<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 	
	<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>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify grade level words 	

Grade 5 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>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</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 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>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>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>	<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 	<ul style="list-style-type: none"> summarize a literary text from beginning to end use details from a literary text to answer specific questions 	

Grade 6 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>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</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>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>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
	<p>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<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 	<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 	

Grade 7 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>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</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 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>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>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>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 Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<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 	<ul style="list-style-type: none"> • use details to support themes from literary text • use details to support inferences from literary text 	

Grade 8 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>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</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 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>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>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>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 Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text 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"> • 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 	<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 	

Grade 11 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>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</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 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>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>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 Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<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"> • 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 	<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 	

Mathematics

Grade 3 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>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>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 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>	<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 geometric figures which are divided into equal parts 	<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

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>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"> • 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>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>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 Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<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 equivalent fractions • select a 2-dimensional shape with a given attribute 	<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 	

Grade 5 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>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>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>	<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 	<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

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

Grade 7 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>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>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"> • 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>	<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 • interpret graphs to qualitatively contrast data sets 	<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

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>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"> 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>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 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>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
	<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<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 congruent figures use properties of similarity to identify similar figures interpret data tables to identify the relationship between variables 	<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 	

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>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"> • 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>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>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>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>	<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 	<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 	