

IDAHO ALTERNATIVE ASSESSMENT EXTENDED ACHIEVEMENT STANDARDS
IAA Reading Proficiency Levels

IAA Reading Proficiency Levels Defined

Proficiency Level	Grade/Score Range	Characteristics
<p>Advanced IAA: The student demonstrates generalized use and application of alternate or entry level knowledge and skills in reading and exhibits them with abstract-level tasks.</p> <p>For example: Successfully read symbols or words for meaning, locates information for a specific purpose while listening to gain information and use it with minimal adult support. Reads and/or listens to stories and responses with enjoyment or dislike.</p>	K: 85-192 1: 91-192 2: 101-192 3: 110-192 4: 123-192 5: 125-192 6: 127-192 7: 130-192 8: 133-192 9: 140-192 10: 146-192	<ul style="list-style-type: none"> • The student’s reading performances are usually spontaneous with no significant errors. • The student typically demonstrates reading knowledge and skills independently with natural environmental cues. • The student requires minimal re-teaching or reminders, but reading performance is still significantly below developmental/grade expectations. • The student demonstrates many reading skills at the generalized level in various natural settings.
<p>Proficient IAA: The student demonstrates developing use and application of reading alternate or entry level knowledge and skills and exhibits them with concrete-level and some abstract-level tasks.</p> <p>For example: Reads symbols or words for meaning with moderate adult support but has some difficulty locating information for a specific purpose. Listens to make choices but usually not for clarification to ask questions.</p>	K: 30-84 1: 36-90 2: 48-100 3: 54-109 4: 62-122 5: 66-124 6: 70-126 7: 74-129 8: 78-132 9: 82-139 10: 84-145	<ul style="list-style-type: none"> • The student’s reading performances are sometimes spontaneous. • The student’s degree of dependency increases as the reading tasks become more abstract. • The student needs some support and assistance at this achievement level. • The student needs re-teaching and repeated practice to maintain reading proficiency in one or more settings. • The student performs many reading skills at the developing level of achievement.
<p>Basic IAA: The student demonstrates emerging use and application of reading alternate or entry level knowledge and skills and exhibits them only with concrete-level tasks.</p> <p>For example: Reads single symbols or objects for meaning with a large amount of cuing or through the use of assistive technology during sequential routines. Listens and will make choices when cued by adults.</p>	K: 16-29 1: 20-35 2: 23-47 3: 23-53 4: 24-61 5: 25-65 6: 28-69 7: 30-73 8: 34-77 9: 36-81 10: 38-83	<ul style="list-style-type: none"> • The student typically does not exhibit spontaneous demonstrations of reading knowledge and skills. • The student’s reading performances have a large degree of dependency on the instructor, aide, parent, or peer in structured settings. • Full or partial supports are required most of the time. • The student must be provided re-teaching and repeated reading practice continuously. • The student performs many emerging skills by completing some components of a reading task with an approximation of the skill or process.
<p>Below Basic IAA: The student demonstrates a significant lack of reading knowledge and skills, and performance evidence is virtually non-existent with the most basic entry level knowledge and skills.</p> <p>For example: Can interpret some sequential routines by understanding gestures and touch with extensive adult support. Explores objects and pictures with full physical support.</p>	K: 12-15 1: 12-19 2: 12-22 3: 12-22 4: 12-23 5: 12-25 6: 12-27 7: 12-29 8: 12-33 9: 12-35 10: 12-37	<ul style="list-style-type: none"> • The student receives significant support but still cannot actually perform the reading skill. • The student’s performance is typically focused on the initial access skills that allow a student to move to emerging reading demonstrations. • The student begins to perform relevant reading tasks with full physical prompts in structured settings. • In some cases, no judgment can be made regarding reading performance.

IAA Language Proficiency Levels

IAA Language Proficiency Levels Defined

Proficiency Level	Grade Score Range	Characteristics
<p>Advanced IAA: The student demonstrates generalized use and application of alternate or entry level knowledge and skills in language and exhibits them with abstract-level tasks.</p> <p>For example: Successfully creates simple stories, journal entries, or letters with words, pictures, or objects with minimal adult or peer support. A message has clear and focused idea appropriate to the purpose and audience.</p>	<p>2: 156-288 3: 166-288 4: 172-288 5: 176-288 6: 188-288 7: 92-288 8: 195-288 9: 197-288 10: 200-288</p>	<ul style="list-style-type: none"> • The student’s language performances are usually spontaneous with no significant errors. • The student typically demonstrates language knowledge and skills independently with natural environmental cues. • The student requires minimal re-teaching or reminders, but language performance is still significantly below developmental/grade expectations. • The student demonstrates many language skills at the generalized level in various natural settings.
<p>Proficient IAA: The student demonstrates developing use and application of language alternate or entry level knowledge and skills and exhibits them with concrete-level and some abstract-level tasks.</p> <p>For example: Creates simple stories or journal entries with words or symbols with moderate adult or peer support. Listens to others, participates in discussions, and effectively expresses ideas and feelings using words or symbols with some adult or peer support.</p>	<p>2: 75-155 3: 82-165 4: 88-171 5: 92-175 6: 98-187 7: 109-191 8: 108-194 9: 112-196 10: 116-199</p>	<ul style="list-style-type: none"> • The student’s language performances are sometimes spontaneous. • The student’s degree of dependency increases as the language tasks become more abstract. • The student needs some support and assistance at this achievement level. • The student needs re-teaching and repeated practice to maintain language proficiency in one or more settings. • The student performs many reading skills at the developing level of achievement.
<p>Basic IAA: The student demonstrates emerging use and application of language alternate or entry level knowledge and skills and exhibits them only with concrete-level tasks.</p> <p>For example: Can identify objects, people and events to communicate personal wants and needs verbally or through the use of assistive technology in order to convey a simple message. Usually needs adult assistance in expressing rejection or refusal.</p>	<p>2: 31-74 3: 34-81 4: 35-87 5: 40-91 6: 42-97 7: 46-105 8: 50-107 9: 55-111 10: 60-115</p>	<ul style="list-style-type: none"> • The student typically does not exhibit spontaneous demonstrations of language knowledge and skills. • The student’s language performances have a large degree of dependency on the instructor, aide, parent, or peer in structured settings. • Full or partial supports are required most of the time. • The student must be provided re-teaching and repeated language practice continuously. • The student performs many emerging skills by completing some components of a language task with an approximation of the skill or process.
<p>Below Basic IAA: The student demonstrates a significant lack of language knowledge and skills, and performance evidence is virtually non-existent with the most basic entry level knowledge and skills.</p> <p>For example: Demonstrate very limited ability to express in writing or verbally with extensive support from adults.</p>	<p>2: 18-30 3: 18-33 4: 18-34 5: 18-39 6: 18-41 7: 18-45 8: 18-49 9: 18-54 10: 18-59</p>	<ul style="list-style-type: none"> • The student receives significant support but still cannot actually perform the language skill. • The student’s performance is typically focused on the initial access skills that allow a student to move to emerging language demonstrations. • The student begins to perform relevant language tasks with full physical prompts in structured settings. • In some cases, no judgment can be made regarding language performance.

IAA Mathematics Proficiency Levels

IAA Mathematics Proficiency Levels Defined

Proficiency Level		Characteristics
<p>Advanced IAA: The student demonstrates generalized use and application of alternate or entry level knowledge and skills in math and exhibits them with abstract-level tasks.</p> <p>For example: Recognizes numbers and understands the one to one correspondence by exploring and applying the relationships of order, quantity, size, addition and subtraction in everyday living activities with minimal adult or peer support.</p>	2: 120-288 3: 126-288 4: 129-288 5: 138-288 6: 147-288 7: 156-288 8: 167-288 9: 176-288 10: 186-288	<ul style="list-style-type: none"> • The student's math performances are usually spontaneous with no significant errors. • The student typically demonstrates math knowledge and skills independently with natural environmental cues. • The student requires minimal re-teaching or reminders, but math performance is still significantly below developmental/grade expectations. • The student demonstrates many math skills at the generalized level in various natural settings.
<p>Proficient IAA: The student demonstrates developing use and application of math alternate or entry level knowledge and skills and exhibits them with concrete-level and some abstract-level tasks.</p> <p>For example: Recognizes numbers and understands the one to one correspondence by exploring and applying the relationships of order, quantity, size, and/or addition and subtraction in activities using concrete manipulatives with moderate adult or peer support.</p>	2: 46-119 3: 52-125 4: 58-128 5: 64-137 6: 70-146 7: 76-155 8: 80-166 9: 92-175 10: 106-185	<ul style="list-style-type: none"> • The student's math performances are sometimes spontaneous. • The student's degree of dependency increases as the math tasks become more abstract. • The student needs some support and assistance at this achievement level. • The student needs re-teaching and repeated practice to maintain math proficiency in one or more settings. • The student performs many math skills at the developing level of achievement.
<p>Basic IAA: The student demonstrates emerging use and application of math alternate or entry level knowledge and skills and exhibits them only with concrete-level tasks.</p> <p>For example: Demonstrates spatial relationships with partial support and is beginning to demonstrate an understanding of one-to-one correspondence with numbers through the use of concrete objects in daily living activities that are supported extensively by adults.</p>	2: 25-45 3: 27-51 4: 29-57 5: 31-63 6: 33-69 7: 35-75 8: 36-79 9: 37-91 10: 38-105	<ul style="list-style-type: none"> • The student typically does not exhibit spontaneous demonstrations of math knowledge and skills. • The student's math performances have a large degree of dependency on the instructor, aide, parent, or peer in structured settings. • Full or partial supports are required most of the time. • The student must be provided re-teaching and repeated math practice continuously. • The student performs many emerging skills by completing some components of a math task with an approximation of the skill or process.
<p>Below Basic IAA: The student demonstrates a significant lack of math knowledge and skills, and performance evidence is virtually non-existent with the most basic entry level knowledge and skills.</p> <p>For example: Demonstrates very limited ability to recognize any mathematical concepts such as size, quantity, and numbers without full and extensive support from adults. With full physical prompts, explores spatial relationships and cause & effect.</p>	2: 18-24 3: 18-26 4: 18-28 5: 18-30 6: 18-32 7: 18-34 8: 18-35 9: 18-36 10: 18-37	<ul style="list-style-type: none"> • The student receives significant support but still cannot actually perform the math skill. • The student's performance is typically focused on the initial access skills that allow a student to move to emerging math demonstrations. • The student begins to perform relevant math tasks with full physical prompts in structured settings. • In some cases, no judgment can be made regarding math performance.

Source: Revisions of the Levels of Proficiency for the Idaho Alternate Assessment completed July 2003