

# **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 October 18, 2017

## 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 (PLDs) for mathematics and English language arts 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 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.

It is through PLDs that teachers, parents, and the public can see not only that 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**

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>English Language Arts</b>							
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
<b>Mathematics</b>							
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

# English Language Arts

## Grade 3 ELA Performance Level Descriptors

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

## Grade 4 ELA Performance Level Descriptors

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

## Grade 5 ELA Performance Level Descriptors

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

## Grade 6 ELA Performance Level Descriptors

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

## Grade 7 ELA Performance Level Descriptors

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



## Grade 8 ELA Performance Level Descriptors

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

## Grade 11 ELA Performance Level Descriptors

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

## Grade 3 Mathematics Performance Level Descriptors

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

## Grade 4 Mathematics Performance Level Descriptors

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

## Grade 5 Mathematics Performance Level Descriptors

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

## Grade 6 Mathematics Performance Level Descriptors

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

## Grade 7 Mathematics Performance Level Descriptors

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

## Grade 8 Mathematics Performance Level Descriptors

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



## Grade 11 Mathematics Performance Level Descriptors

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