STATE BOARD OF EDUCATION MEETING
May 18-19, 2011
Boise State University
Stueckle Sky Center
Boise, Idaho

Wednesday, May 18, 2011, 8:00 a.m., Boise State University, Stueckle Sky Center, Boise Idaho

STATE DEPARTMENT OF EDUCATION (Open Meeting)

8:00 am ISAT-Alt – Proficiency Level Achievement Scores and Temporary/Proposed rule IDAPA 08.02.03.004.07 (incorporation by reference)

EXECUTIVE SESSION (Closed to the Public)

8:15 am The State Board of Education will meet in executive session to evaluate the presidents of Idaho's state higher education institutions, and its executive director, pursuant to Idaho Code Section 67-2345(1) (b).

BOARD RETREAT (Open Meeting)

1:00 pm Discussion of Higher Education Issues, including System Governance Facilitated by AGB
5:00 pm Adjourn

Thursday, May 19, 2011, 8:00 a.m., Boise State University, Stueckle Sky Center, Boise Idaho

BOARD RETREAT (Open Meeting)

8:00 am Discussion of Higher Education Issues, including System Governance and Institution Roles & Missions Facilitation by AGB

EXECUTIVE SESSION (Closed to the Public)

12:30 pm The State Board of Education will meet in executive session to evaluate the presidents of Idaho's state higher education institutions, and its executive director, pursuant to Idaho Code Section 67-2345(1) (b).

Times listed are estimates; the order of items may be moved during the meeting at the discretion of the Board.

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

SUBJECT

Idaho Standards Achievement Tests-Alternate (ISAT-Alt) Reading, Language Usage, Mathematics and Science – Temporary and Proposed Rule 08.02.03.004.07 Incorporated by Reference – The Idaho Alternate Achievement Standards

REFERENCE

September 28, 2010	M/S (Agidius/Lewis): To approve the Proficiency Level Achievement Scores and Performance Level Descriptors for the Idaho Standards Achievement Tests-Alternate in Reading, Language Usage, Mathematics and Science, as submitted. Motion carried unanimously.
	M/S (Agidius/Lewis): to approve the temporary rule IDAPA 08.02.03.004.07, Rules Governing Thoroughness, Incorporation by Reference, the Idaho Alternative Assessment Extended Achievement Standards, as submitted. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-105, 33-107, 33-2002, Idaho Code
34 CFR Part 200 Elementary and Secondary Education Act

BACKGROUND/DISCUSSION

In September 2010, the ISAT-Alternate Achievement Standards were approved by the State Board of Education as a temporary rule. Idaho had been granted a waiver to develop a new alternate assessment to meet the Individuals with Disabilities Act (IDEA 2004) and the Elementary and Secondary Education Act of 1965 as reauthorized in 2001 and called the No Child Left Behind Act (NCLB). That waiver and timeline for development required that a temporary rule be put into place in order for the state to complete and report Adequate Yearly Progress (AYP). As a temporary rule, this authority expired at the end of the 2011 legislative session. This item is being brought forward in May 2011 as a temporary and proposed rule to put these achievement levels into place long term. The Reading and Language Usage achievement levels are exactly the same as was presented in September 2010. The Science and Mathematics achievement levels were reset in April 2011 based on the recommendations of the standards setting participants to add a fourth complexity level. Below is excerpted background information from the September 2010 Board Agenda Item:

<u>Excerpt 1:</u> "The Individuals with Disabilities Act (IDEA 2004) and the Elementary and Secondary Education Act of 1965 as reauthorized in 2001 and called the No Child Left Behind Act (NCLB) require all students, including students with significant cognitive disabilities, to be able to access the general education curriculum and participate in the state accountability/assessment system. In 2003, NCLB further defined how students with significant cognitive disabilities

could be included in the state accountability/assessment system by providing an option for states to develop alternate assessments based on extended grade level content standards (the Idaho Extended Content Standards, as adopted by the State Board April 17, 2008) as well as alternate student academic achievement standards, or performance standards. The Idaho Standards Achievement Tests-Alternate (ISAT-Alt) has been developed for use as an alternate to the ISAT for students with significant cognitive disabilities who, due to the nature of their disability, cannot participate in the regular ISAT, even with appropriate accommodations. The ISAT-Alt is given in the same grade levels and subject areas as the ISAT: grades 3-10 in reading, mathematics and language usage and grades 5, 7 and 10 in science. In 2009-2010, a total of 1,470 students participated in the ISAT-Alt across all grades and subjects. (NOTE: In 2010-2011, a total of 1,550 students participated in the ISAT-Alt across all grades and subjects.) *This is less than one percent of the tested student population in Idaho.*

In 2007, the U.S. Department of Education (ED) issued new regulatory guidance that impacted the design process for alternate assessments. In 2008-2009, the State Department of Education (SDE) significantly redesigned the alternate assessment in science based on findings from a federal 2007 peer review process. The State Board of Education adopted the new student academic achievement standards for the ISAT-Alt science in June 2009. Building on the revisions from 2008-2009, the ISAT-Alt in reading, language usage and mathematics was redesigned and deployed during 2009-2010. The ISAT-Alt for all subject areas and grade levels assessed is now a portfolio assessment model. For each student taking the ISAT-Alt, the teacher must determine the best representation or example of a student's level of mastery of the standard and submit the work sample (called an artifact) for evaluation. The 2009-2010 system developed is an electronic submission site so the evidence could include a saved or scanned worksheet, series of digital photos, or a video of the student completing the work.

The ISAT-Alt is a criterion-referenced assessment, just as the ISAT, but it differs markedly in its design. While the administration and scoring of criterion-referenced assessments are standardized, two students may have different artifacts submitted to demonstrate the same Extended Content Standard on the ISAT-Alt. This assessment model is better suited for the unique and individual challenges and abilities of this population of students.

A typical ISAT-Alt portfolio includes two different artifacts for each of five instructional objectives for a total of 10 artifacts in a portfolio. Each artifact is scored for accuracy, complexity and the level of independence demonstrated by the student on a four-point scale. Two independent raters score all three of these components for each artifact. If the scores are not identical or adjacent on any of the components, the artifact is then rated by a third scorer to ensure reliability of the rating system.

Revision of the ISAT-Alt to a portfolio system in mathematics, reading and language usage required that new alternate student academic achievement standards be set. The ISAT-Alt in science was revised to include a rating on complexity levels in addition to independence and accuracy and therefore also required the alternate achievement standards to be reset. A standard setting was conducted for all tested grade levels and subject areas during the week of July 26, 2010. There were 73 individuals who participated in alternate achievement standard setting including: general education administrators and teachers, special education administrators and teachers, parents of students with special needs, representatives from higher education, the Idaho Hispanic Commission and the Office of the State Board of Education. Further, the entire process was reviewed and approved by Idaho's Technical Advisory Committee." (NOTE: The mathematics and science achievement standards resetting was conducted during the week of April 25, 2011. Thirty participants, comprised primarily of raters in the 2010 science and mathematics standards setting, were invited back to reset the standards for those subject areas with the addition of a fourth complexity level).

"The standards were set using a "Modified Body of Work" process; a process recognized nationally as an acceptable standards setting process. During this process, each subject group or panel recommended alternate student academic achievement standards by grade level."

<u>Excerpt 2:</u> "Due to the time needed to deploy a completely new alternate assessment system in one year, the State Department of Education requested and was granted an extension by ED for reporting of students' alternate assessment scores. The time needed to score and set standards prevented SDE from presenting these rules by the August board meeting. Therefore, these administrative rules have been introduced as temporary. The ISAT-Alt achievement standards will be resubmitted to the State Board of Education at the conclusion of the legislative session as temporary and proposed.

It was noted during the standards setting process that the levels of complexity scores needed to be expanded in science and mathematics. The State Department of Education has already worked with a group of special education teachers, administrators, and national experts to develop a fourth level for those subject areas for the 2010-2011 school year assessment. With this revision, the alternate student academic achievement standards for the ISAT-Alt science and mathematics tests will need to be reset and will be resubmitted to the State Board of Education with the current achievement standards in reading and language usage being put forward."

IMPACT

The number of proficient and advanced scores based on these alternate achievement standards can be included in the Adequate Yearly Progress (AYP) calculations at the State and LEA levels.

If the achievement standards are not approved and consequently the ISAT-Alt scoring cannot be completed, Idaho could lose 25%, or $105,000, of its Title I administrative funding in the form of a compliance fine from the US Department of Education.

ATTACHMENTS

Attachment 1 – Temporary/Proposed Rule 08.02.03.004 Page 5
Attachment 2 – Recommended Cut Scores for the ISAT-Alt in Reading, Language Usage, Mathematics and Science Page 9
Attachment 3 – Performance Level Descriptors Page 11
Attachment 4 – Waiver Approval Letter, US Department of Education Page 47

BOARD ACTION

A motion to approve the Proficiency Level Achievement Scores and Performance Level Descriptors for the Idaho Standards Achievement Tests-Alternate in Reading, Language Usage, Mathematics and Science.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the temporary and proposed rule IDAPA 08.02.03.004.07, Rules Governing Thoroughness, Incorporation by Reference, The Idaho Alternative Assessment Extended Achievement Standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.03 "Rules Governing Thoroughness." (4-5-00)

02. Scope. These rules shall govern the thorough education of all public school students in Idaho.

(4-5-00)

002. WRITTEN INTERPRETATIONS.
Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho 83702. (3-15-02)

003. ADMINISTRATIVE APPEALS.
Unless otherwise provided for in the Rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (4-5-00)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website. (3-29-10)

a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)

b. Health, as revised and adopted on April 17, 2009. (3-29-10)

c. Humanities Categories: (3-29-10)

i. Art, as revised and adopted on April 17, 2009; (3-29-10)

ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)

iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)

iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)

v. Music, as revised and adopted on April 17, 2009; (3-29-10)

vi. World languages, as revised and adopted on April 17, 2009. (3-29-10)

d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)

e. Limited English Proficiency, as revised and adopted on August 21, 2008.(3-29-10)

f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)

g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)

h. Science, as revised and adopted on April 17, 2009. (3-29-10)

i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)

j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website. (4-2-08)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website. (4-7-11)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website. (4-7-11)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website. (4-2-08)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website. (5-8-09)

07. The Idaho Alternative Assessment ~~Extended~~ Achievement Standards. Alternative Assessment ~~Extended~~ Achievement Standards as adopted by the State Board of Education on ~~February 28, 2008.~~ May 19, 2011. Copies of the document can be found on the State Board of Education website. (~~5-8-09~~ 5-19-11T)

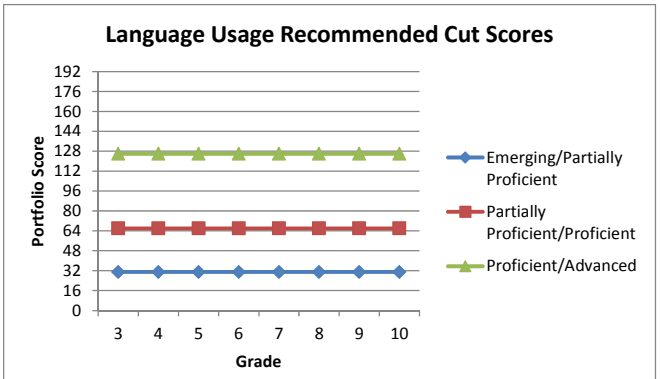
08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website. (4-2-08)

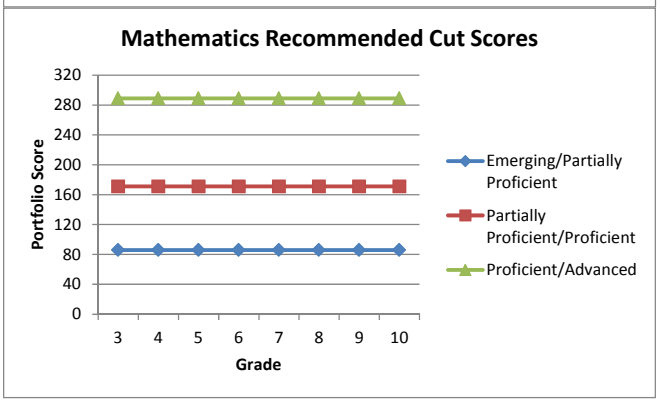
09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website. (4-2-08)

THIS PAGE LEFT INTENTIONALLY BLANK

Table 1. Recommended Cut Scores

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





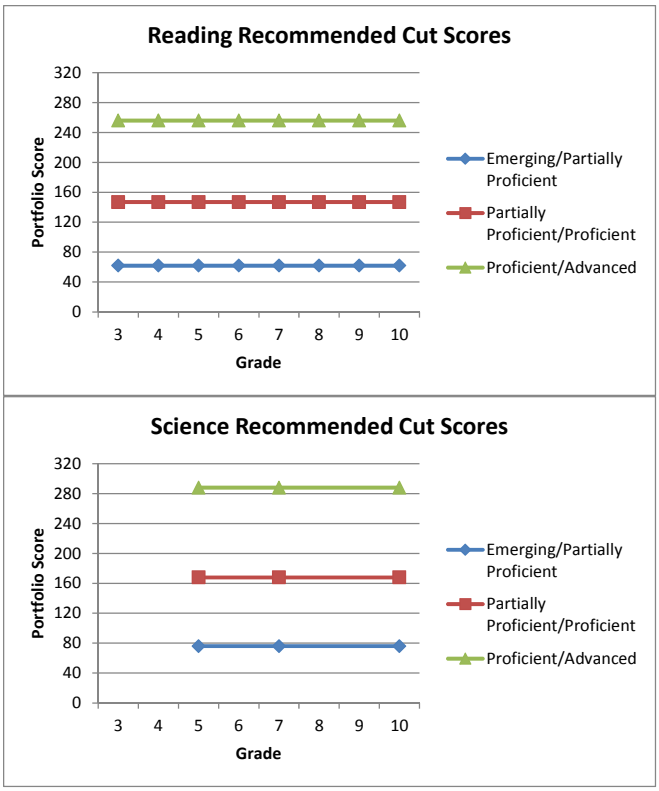


Figure 1. Recommended Cut Scores

ISAT-Alt Performance Level Descriptors

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

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 5**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Reading **Grade Level: Grade 6**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

2.1 Strategies/Skills for Comprehending Text – Connects the cause and effect relationship in text

ISAT-Alt Performance Level Descriptors

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

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level: Grade 3**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level: Grade 5**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level: Grade 6**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level: Grade 7**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level: Grade 8**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Language Usage **Grade Level: Grade 9/10**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics **Grade Level: Grade 3**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics **Grade Level: Grade 4**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics **Grade Level: Grade 5**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics **Grade Level: Grade 6**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics **Grade Level: Grade 7**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors
2010-2011

Content Area: Mathematics **Grade Level: Grade 8**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

(function) that generated the pattern using rational numbers.

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics **Grade Level: Grade 9/10**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Science **Grade Level: Grade 5**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Science **Grade Level: Grade 7**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Science **Grade Level: Grade 9/10**

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

THIS PAGE LEFT INTENTIONALLY BLANK

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

ASSISTANT SECRETARY

JUN 30 2010

The Honorable Tom Luna
Superintendent of Public Instruction
Idaho Department of Education
Len B. Jordan Office Building
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027

Dear Superintendent Luna:

I am writing in response to Idaho's request to waive certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. Idaho has requested these waivers because it administered a Idaho Standards Achievement Test – Alternate (ISAT-ALT), thereby affecting Idaho's release of accountability determinations and the ability of LEAs to provide timely notice to parents of eligible students as to their public school choice options.

After reviewing Idaho's request, I am pleased to grant waivers of the following statutory and regulatory provisions:

- Waiver of requirement to provide timely AYP determinations. I am granting Idaho a one-year waiver of section 1116(a)(2) of the ESEA that requires Idaho to ensure that the results of State academic assessments are available to LEAs before the beginning of the school year following the one in which the assessments were administered.

- Waiver of requirements to provide timely notice of public school choice options. I am granting Idaho a one-year waiver of section 1116(b)(1)(E)(i) of the ESEA and 34 C.F.R. § 200.37(b)(4)(iv) that together require an LEA to provide parents of eligible students with notice as to their public school choice options at least 14 days before the start of the school year. This waiver applies only to the notice provided to parents of children attending Title I schools that could be newly identified for improvement for the 2010–2011 school year and parents of children attending Title I schools that could exit improvement for the 2010–2011 school year, but do not do so.

These waivers are granted on the condition that Idaho will satisfy the conditions detailed in the enclosure to this letter, including the requirement to report certain information about the use of the waivers. Please be sure to review the enclosure carefully.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact Zollie Stevenson, Director of Student Achievement and School Accountability Programs (SASA) at (202) 260-0826.

Sincerely,

Thelma Meléndez de Santa Ana, Ph.D.

Enclosure

cc: Governor Butch Otter
Carissa Miller

CONDITIONS ON TITLE I, PART A WAIVERS

Waiver of requirement to provide timely AYP determinations (ESEA section 1116(a)(2))
This waiver is granted on the condition that Idaho will submit to the Department a report that contains such information as the Secretary may require.

Waiver of requirements to provide timely notice of public school choice options (ESEA section 1116(b)(1)(E)(i), 34 C.F.R. § 200.37(b)(4)(iv))
This waiver is granted on the condition that Idaho will:

- Ensure that each local educational agency (LEA) taking advantage of the waiver provides public school choice notice to parents of students attending schools that cannot exit improvement, corrective action, or restructuring for the 2010–2011 school year at least 14 days prior to the start of the 2010–2011 school year;
- Encourage all LEAs within the state to provide notice of public school choice as early as possible and, ideally, at least 30 days before the start of the school year to parents of eligible students in schools not affected by the waiver;
- Ensure that its assessment schedule and test vendor contract for the 2010–2011 school year (and all subsequent school years) will permit LEAs within the state to provide notice of public school choice sufficiently in advance of, but no later than 14 days before, the start of the 2011–2012 school year (and all subsequent school years);
- Ensure that its LEAs that offer public school choice earlier to students in some schools than to students in other schools reserve a portion of the available transportation slots for students who receive the later notice *(see* Question D-7 in the Department's Public School Choice Non-Regulatory Guidance, available at: http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.pdf); and
- Submit to the Department a report that provides:
  - The total number of LEAs within the state that had schools that could have possibly entered or exited improvement, corrective action, or restructuring for the 2010-2011 school year; and
  - The total number of LEAs within the state that took advantage of the waiver and provided some parents notice of public school choice less than 14 days before the start of the 2010–2011 school year.

THIS PAGE LEFT INTENTIONALLY BLANK