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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education.

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission, 2013-2014 Annual Report.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The 1972 State legislature established the Professional Standards Commission. This legislative action combined the Professional Practices Commission, established by the State Legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education.

The Professional Standards Commission was thereby created as a Commission appointed by the State Board of Education (Board) and housed in the Department of Education. The Commission consists of 18 constituency members comprised of seven (7) teachers, four (4) school administrators, three (3) public higher education personnel, and one (1) representative each for private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the Idaho School Boards Association. Members are appointed or reappointed by the Board for terms of three (3) years.

The Professional Standards Commission submits an annual report following the conclusion of each fiscal year to the State Board of Education regarding the accomplishments of the commission.

IMPACT

This report advises State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

ATTACHMENTS

BOARD ACTION

I move to accept the Professional Standards Commission 2013-2014 Annual Report.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2013-2014

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APPENDIX

INTRODUCTION

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2013-2014 school year, the following persons served as members of the Professional Standards Commission:

1.	Clara Allred	Twin Falls SD #411
2.	Cathy Bierne	Coeur d'Alene SD #271
3.	Dr. Diane Boothe	Boise State University
4.	Margaret Chipman	Weiser SD #431
5.	Kristi Enger	State Professional-Technical Education
6.	Jason Hancock	State Department of Education
7.	Esther Henry, Vice Chair	Jefferson County Joint SD #251
8.	Dr. Paula Kellerer	Northwest Nazarene University
9.	Angie Lakey-Campbell	Cambridge Joint SD #432
10.	Dr. Becky Meyer	Lake Pend Oreille SD #84
11.	Kim Mikolajczyk	Moscow SD #281
12.	Dr. Laural Nelson	Idaho Digital Learning Academy
13.	Mikki Nuckols	Bonneville Joint SD #93
14.	Dr. Tony Roark	Boise State University
15.	Elisa Saffle	Bonneville Joint SD #93
16.	Dan Sakota, Chair	Madison SD #321
17.	Dr. Heather Van Mullem	Lewis-Clark State College
18.	Virginia Welton	Coeur d'Alene SD #271

Christina Linder served as Administrator for the Commission from July 1, 2013, to December 22, 2013; Dr. Taylor Raney served as Administrator for the Commission from December 23, 2013, to June 30, 2014.

INTERNAL OPERATION OF THE COMMISSION

The Professional Standards Commission met five times during the 2013-2014 school year in August, October, January, March, and May. Five standing committees and one standing subcommittee functioned throughout the year.

STANDING COMMITTEES	FUNCTION
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees/subcommittees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

STANDING SUBCOMMITTEE	FUNCTION
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

PROFESSIONAL PRACTICES ACTIVITIES

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

CASE	CAUSE	DISPOSITION
20707	Violation of Code Violation of State Law; Conviction	Conditional Renewed Certificate; Certificate Reinstatement
21012	Violation of Code	No Probable Cause
21014	Violation of Code	Revocation (Default)
21018	Violation of Code Violation of State Law; Conviction	Revocation (Default)
21028	Violation of Code	Letter of Reprimand; Ethics Course (Default)
21102	Violation of Code	Revocation; Conditional Certificate with 5 Courses; Hearing Panel – No Discipline Imposed – May Apply for Certification in Any Area in Which Qualified
21104	Violation of Code	Indefinite Suspension; Conditional Certificate with 2 Courses and Reflective Paper; Certificate Reinstatement
21106	Violation of Code	Revocation; Hearing Panel – Indefinite Suspension with Remedial Course Work; Certificate Reinstatement; Certificate Expiration
21107	Violation of Code	Revocation (Default)
21114	Violation of Code	Letter of Reprimand; Ethics Course
21201	Violation of Code	Letter of Reprimand; Ethics Course
21207	Violation of Code	Revocation; Indefinite Suspension; Ethics Course; Review of Standardized Test Protocol
21212	Violation of Code Violation of State Law; Conviction	Revocation (Default)

21217	Violation of Code	Indefinite Suspension with Book Report, Interview of 5 Teachers, and Ethics Course; Letter of Reprimand with Same Conditions of Previous Suspension
21222	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21226	Violation of Code	No Probable Cause; Letter of Concern to School District Board of Trustees
21229	Violation of Code	Conditional Certificate with Literature Review of at Least 7 Sources; Implementation Plan of Best Practices for Safe and Effective Classroom Climate Within 6 Months of Stipulation
21230	Violation of Code	Conditional Certificate with Implementation of Staff Safe-School Plan Within 6 Months of Stipulation; Provide Anti-Bullying Inservice for Staff; Ethics Course
21231	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21233	Violation of Code	Indefinite Suspension; Ethics Course; New Background Check; Completion of All Conditions for 5-Year Conditional Certificate
21301	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21302	Violation of Code	Letter of Reprimand; Ethics Course
21303	Violation of Code	Letter of Reprimand
21304	Violation of Code	Indefinite Suspension; Ethics Course; Classroom Management Course; Reinstatement
21306	Violation of Code	Letter of Reprimand; Ethics Course; Classroom Management Course; Certificate Reinstatement
21307	Violation of Code	Indefinite Suspension; Certification Lapsed; New Certification Denial; Certificate Reinstatement
21310	Violation of Code	Letter of Reprimand; Ethics Course
21312	Violation of Code Violation of State Law; Conviction	Conditioned Certificate
21313	Violation of Code	No Probable Cause

21314	Violation of Code Violation of State Law; Conviction	Revocation (Default)
21317	Violation of Code	Letter of Reprimand; Ethics Course
21318	Violation of Code	Indefinite Suspension; Ethics Course; 5-Page Report on Classroom Management Book
21319	Violation of Code	Indefinite Suspension; Ethics Course; Safe Schools Class; Drug/Alcohol Evaluation; 6-Month Abstinence from Drug/Alcohol Use
21320	Violation of Code	No Probable Cause
21321	Violation of Code	No Probable Cause; Warning Letter
21322	Violation of Code	No Probable Cause; Letter of Concern to Board of Trustees/Superintendent
21328	Violation of Code	No Probable Cause; Warning Letter to School District
21330	Violation of Code	Letter of Reprimand; Ethics Course
21331	Violation of Code	Revocation (Voluntary Surrender)
21332	Violation of Code	Letter of Reprimand
21333	Violation of Code	Letter of Reprimand
21334	Violation of Code	No Probable Cause
21335	Violation of Code	Revocation
21338	Violation of Code	Letter of Reprimand
21339	Violation of Code	No Probable Cause
21340	Violation of Code	No Probable Cause
21405	Violation of Code	Revocation (Voluntary Surrender)

REQUESTS FOR PROVISIONAL AUTHORIZATIONS

There were 154 Provisional Authorizations with 163 total endorsements/ assignments issued during the 2013-2014 school year. Those Provisional Authorizations by subject area during that same time period are as follows:

Agricultural Science and Technology 6/12 - 2
All Subjects K/8 – 19
Art 6/12 – 1

Automotive Technology - 1
Basic Mathematics 6/12 – 3
Biology 6/12 – 1
Birth-Grade 3 - 3
Business Technology Education 6/12 – 2
Chemistry 6/12 – 1
Counselor K/12 – 11
Drama 6/12 – 3
Earth Science 6/12 - 1
Economics 6/12 – 2
English 6/12 – 9
English as a New Language 6/12 - 1
Family and Consumer Science 6/12 – 5
French 6/12 – 2
Generalist K/12 – 26
Geography 6/12 - 2
Gifted and Talented K/12 – 1
Health 6/12 – 4
Health Occupations 6/12 – 1
Hearing Impairment K/12 - 1
History 6/12 – 3
Humanities 6/12 – 2
Latin K/12 - 1
Mathematics 6/12 – 15
Music 6/12 - 1
Music K/12 – 3
Natural Science 6/12 – 9
Nursing Assistant – 1
Orientation Health Occupations - 1
Physical Education 6/12 – 7
Physical Science 6/12 – 1
Psychology 6/12 – 1
School Nurse - 1
School Principal Pre-K/12 - 1
School Psychologist – 2
Social Studies 6/12 – 2
Sociology 6/12 - 1
Spanish 6/12 – 2
Spanish K/12 – 1
Speech Language Pathologist K/12 – 4
Superintendent – 2

TEACHER TO NEW CERTIFICATION APPROVALS

There were 235 requests with 242 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2013-2014 school year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

All Subjects K/8 – 10
American Government/Political Science 6/12 – 4
Art 6/12 – 1
Art K/12 - 1
Basic Math/Limited Mathematics – 1
Basic Mathematics 6/12 – 7
Basic Mathematics 6/9 - 3
Biology 6/12 – 2
Birth-Grade 3 – 12
Business Technology Education 6/12 - 4
Chemistry 6/12 – 1
Communications 6/12 – 2
Counselor K/12 - 6
Director of Special Education Pre-K/12 – 3
Drama 6/12– 4
Earth Science 6/12 – 1
Economics 6/12 – 5
English 6/12 – 4
English 6/9 - 1
English as a New Language K/12 – 7
Family and Consumer Science 6/12 – 5
Foreign Language 6/12 - 1
French 6/12 – 1
Generalist K/12 – 37
Geography 6/12 – 1
German 6/12 - 1
Gifted and Talented K/12 – 9
Graphic Design 6/12 - 1
Health 6/12 – 8
Health K/12 - 1
History 6/12 – 8
Library Media Specialist K/12 – 10
Literacy K/12 - 2
Mathematics 6/12 – 16
Mathematics 6/9 - 1
Music K/12 - 3
Natural Science 6/12 – 12
Natural Science 6/9 - 1

Physical Education 6/12 - 4
Physical Education K/12 - 3
Physical Science 6/12 – 3
Physical Science 6/9 - 1
Physics 6/12 - 3
School Principal Pre-K/12 – 9
Social Studies 6/12 – 3
Spanish 6/12 – 3
Spanish K/12 – 4
Superintendent – 12

REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

There were 39 Content Specialist alternative authorizations with 42 total endorsements/assignments issued during the 2013-2014 school year. The Content Specialist alternative authorizations by subject area during that same time period are listed below.

All Subjects K/8 – 5
Art 6/12 – 1
Art K/12 – 1
Basic Mathematics 6/12 – 2
Bilingual Education K/12 - 1
Biology 6/12 – 1
Business Technology Education 6/12 - 2
Counselor K/12 – 1
Dance 6/12 – 1
Drama 6/12 – 1
Earth Science 6/12 - 1
English 6/12 – 2
English 6/9 – 1
Family and Consumer Science 6/12 - 1
Generalist K/12 – 8
Mathematics 6/12 – 3
Music 6/12 – 2
Music K/12 – 1
Natural Science 6/12 - 1
Physical Education 6/12 – 1
Physical Education K/12 – 1
Physical Science 6/12 – 1
School Psychologist – 2
Speech Language Pathologist Interim – 1

REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION

There were 95 interim certificates with 129 total endorsements/assignments issued through the ABCTE process during the 2013-2014 school year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

All Subjects K/8 – 53
Biological Science 6/12 – 6
Chemistry 6/12 – 2
English 6/12 – 12
Generalist K/12 – 24
History 6/12 – 7
Mathematics 6/12 – 17
Natural Science 6/12 – 4
Physics 6/12 – 4

STATE/NATIONAL APPROVAL OF EDUCATOR PREPARATION PROGRAMS

The State Board of Education requires all educator preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by a CAEP (Council for the Accreditation of Educator Preparation) team and a state team. The CAEP team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team utilizes the CAEP/Idaho protocol and conducts educator preparation program evaluations. While all educator preparation programs are subject to a state evaluation, CAEP evaluations are optional. All Idaho educator preparation institutions, except The College of Idaho and BYU-Idaho, choose to undergo a CAEP program evaluation. All Idaho educator preparation programs, however, must address both state and CAEP standards when preparing for on-site educator preparation program reviews.

The official vehicle for the approval of existing educator preparation programs in Idaho is the CAEP/Idaho partnership agreement. State standards for evaluating educator preparation programs are those approved by the State Board of Education effective July 1, 2013, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

University of Idaho

Following a state/CAEP on-site visit on April 6-9, 2013, the Commission, at its January 23-24, 2014, meeting, considered the state team report and made the following recommendations regarding the University of Idaho educator preparation program:

- Core Standards – Reviewed but not subject to approval
- Elementary Education program – Approved
- Early Childhood/Special Education Blended program – Approved
- Special Education program – Approved
- English Language Arts program – Approved
- Reading/Literacy program – Not Approved
- Mathematics program – Approved
- Social Studies (Foundation Standards) – Reviewed but not subject to approval
- Economics program – Approved
- Geography program – Approved
- Government/Civics program – Approved
- History program – Approved
- Science (Foundation Standards) – Reviewed but not subject to approval
- Biology program – Approved
- Chemistry program – Approved
- Earth and Space Science program – Approved
- Physics program – Approved
- Modern Languages program – Approved
- Visual/Performing Arts (Foundation Standards) – Reviewed but not subject to approval
- Visual Arts program – Approved
- Music program – Approved
- Physical Education program – Approved
- Health Education program – Approved
- Professional-Technical (Foundation Standards) – Reviewed but not subject to approval
- Agricultural Science and Technology program – Approved
- Business Technology program – Approved
- Marketing Education program – Approved
- Administration (Foundation Standards) – Reviewed but not subject to approval
- School Superintendent program – Approved
- Special Education Director program – Approved
- Gifted and Talented Education program – Conditionally approved
- Library Media Specialist program – Conditionally approved

The State Board of Education, at its February 26-27, 2014, meeting, approved the University of Idaho state team report resulting from the on-site visit. Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

Lewis-Clark State College

Following a state/CAEP on-site visit on November 3-5, 2013, the Commission, at its March 20-21, 2014, meeting, considered the state team report and made the following recommendations regarding the Lewis-Clark State College educator preparation program:

- Core Standards – Reviewed but not subject to approval
- Elementary Education program – Approved
- Special Education program – Conditionally approved
- English Language Arts program – Approved
- Reading/Literacy program – Approved
- Physical Education program – Approved
- Health Education program – Approved
- Mathematics program – Approved
- Social Studies (Foundation Standards) – Reviewed but not subject to approval
- History program – Approved
- Science (Foundation Standards) – Reviewed but not subject to approval
- Biology program – Conditionally approved
- Chemistry program – Conditionally approved
- Earth and Space Science program – Conditionally approved
- English as a New Language program – Conditionally approved
- Gifted and Talented program – Approved

(The State Board of Education, at its August 13-14, 2014, meeting, subsequently approved the Lewis-Clark State College state team report resulting from the on-site visit.) Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

COMMITTEE WORK

1. The Commission authorized the purchase of recording system components for the use of the Commission in the amount of $1,500.

2. Commission staff conducted an ethics hearing panel training for those qualified to serve as hearing panel chairpersons (former Commission members).

3. A Commission-sponsored Educator Preparation Clinic was conducted in Boise for those involved in the higher education preparation of educators. Topics addressed included fingerprinting, alternate routes, Title II reporting, certification and endorsement requirements (including the information that the Department of Education no longer conducts transcript evaluations to determine endorsement eligibility), and state program approval.

4. The Commission arranged for the extensive presentation of a national expert on teacher-student sexual misconduct at one of their meetings; a Commission-sponsored ethics symposium was subsequently held to draw the awareness of key stakeholders to the importance of defining/addressing the necessary change needed in ethics training for Idaho educators and to measure the status of the ethics issue in the state.

5. The Commission provided travel stipends to registered attendees traveling 50 miles or more to participate in the above-mentioned ethics symposium.

6. The Commission funded the participation of two Commission staff members, a deputy attorney general, four Commission members, and a Commission ethics investigator in the 2013 National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI), which was held in Boise.

7. Commission staff conducted one ethics hearing during the 2013-2014 academic year.

8. The Commission paid $7,976 for contracted investigative services during the 2013-2014 academic year.

9. The Commission approved revisions to the *Professional Standards Commission Procedures Manual*.

10. The Commission funded the participation of two Commission staff members in the annual CAEP Fall Conference; one Commission staff member in the CAEP Spring Conference; one Commission staff member in the Idaho Prevention Conference; and two Commission staff members in the NASDTEC Annual Conference.

11. The Commission approved the Standards Committee's recommendation to conditionally approve the University of Idaho/College of Southern Idaho 2 + 2 Career and Technical Education new program proposal.

12. Commission members were informed of the award (approximately $120,000 per year for two years) of a Network for Transforming Educator Preparation (NTEP) grant to Idaho for the state to participate in a two-year pilot that will focus on transforming educator preparation and entry systems to the profession; members were given the opportunity to provide input on the undertaking.

13. The Commission approved the reinstatement of subsection (a) to Principle VIII of the Code of Ethics: Docket #08.02.02.1305 and the determination of an "in-house" protocol for dealing with contract-abandonment ethics complaints without having to open a formal ethics case, if the school district released the employee from their contract.

14. The Commission, through its Executive Committee, affirmed that it considers the ethics offense of a certification applicant lying on a certification application regarding prior certification irregularities/legal convictions or credits taken for renewal very seriously; sanctions imposed include certificate suspension, issuance of a formal Letter of Reprimand that remains in the applicant's certification file, notification of the certificate suspension and/or Letter of Reprimand to the NASDTEC Clearinghouse (which all states can access), the requirement of a 3-credit ethics course and sometimes additional courses, the requirement of readings and reports, and having to go through the entire reinstatement process for certificate reinstatement.

15. The Commission funded Idaho's annual $4,000 membership in NASDTEC.

16. The Commission approved the Standards Committee's recommendation to assess non-CAEP Idaho higher education institutions the amount of $2,000 during the year that the institution undergoes an educator preparation program approval review; the amount assessed is intended to help defray the costs of the state to conduct the review.

17. In light of the fact that school social workers can no longer act as middle school counselors, the Commission approved the Standards Committee's recommendation to approve district waivers seeking the grandfathering of current school social workers assigned to middle school counseling positions.

18. The Commission approved the Standards Committee's recommendation to conditionally approve the College of Idaho's English as a New Language new program proposal.

19. The Commission approved the Standards Committee's recommendation to direct Commission staff to complete and submit to Educational Testing Service the required Praxis paperwork associated with the updates to Praxis exams for the 2014-2015 testing year.

20. The Commission approved the Standards Committee's recommendation to recognize the new Boise State University's Computer Science endorsement proposal submitted as partially complete. The proposal appeared to provide evidence of the standards addressed, but the other eight core teaching standards and the other two domains must still be addressed.

21. Commission staff developed an ethics "case closed" letter – a standard discipline/form letter to be used when certification/recertification applicants fail to report prior certification irregularities/legal convictions or renewal credits taken; additional space was added on the recertification application form for naming renewal credit classes; two types of form letters were developed for issuance to ethics case complainants – one reports disciplinary action taken upon the

respondent's certificate and provides contact information for a public records request and the other will be sent in ethics cases where no disciplinary action is pursued and there are no available public records.

22. The Commission sent Idaho's Teacher of the Year a congratulatory letter on the award received.

23. In light of the fact that Educational Testing Service is discontinuing the Physical Science Praxis II exam, the Commission approved the Standards Committee's recommendation that a teacher candidate for the Physical Science endorsement pass either the General Science (5435), Chemistry (5245), or Physics (5265) Praxis II assessment and that, when the Science standards are reviewed, this issue be readjusted and addressed accordingly.

24. As a cost-saving measure, the Commission changed its out-of-town Commission member Boise lodging from the Hampton Inn Downtown to Hotel 43 for the 2014-2015 academic year.

25. Upon the recommendation of the Standards Committee, the Commission approved:

- the revised School Psychologist standards and endorsement;
- the revised Special Education Generalist standards;
- the revised Special Education Blind and Visually Impaired endorsement;
- the revised Special Education Hearing Impaired endorsement.

26. The Commission approved the Standards Committee's recommendation to conditionally approve the University of Idaho English as a New Language endorsement and the University of Idaho On-Line Teacher endorsement.

27. The Commission was updated on Idaho's Smarter Balanced Assessment System; human trafficking in Idaho and elsewhere; and The Hub on the Idaho Department of Education website, which is a professional development resource for the state's educators to help school districts move toward an integrated approach to professional development built on the foundation of leadership.

28. Commission members were requested to assume responsibility for communication of Commission items of interest within their respective constituencies.

29. In a ballot election for 2014-2015 Commission officers, Esther Henry was elected chair and Mikki Nuckols was elected vice-chair.

PSC Revenue/Expense details FY 2014 — Index Code 2003 (Budget: Approved 6-5-2013)

		Jul 13	Aug 13	Sept 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	June 14		
Revenue (actual)		**$61,975**	**$65,469**	**$22,830**	**$13,839**	**$7,685**	**$13,075**	**$22,757**	**$20,800**	**$20,787**	**$25,249**	**$32,569**	**$55,372**	**$362,406**	
														Actual FY14	**Est. Budget**
PERSONNEL															
4101 4201	Salaries, benefits	$19,296	$27,810	$20,521	$18,145	$19,835	$18,690	$31,744	$12,028	$16,402	$19,826	$23,414	$22,850	$250,559	$200,000
OPERATING															
5961	**PSC-Commission Work**														
5990	PSC Mtg Travel/meals	$27	$5,686	$127	$2,579	$3,612		$275	$6,397	$1,049	$5,405	$229	$6,535	$31,921	$39,000
	Public relations/hearings													$0	$1,000
5990	Commission Prof Dev & Training													$0	$6,500
5982	Governmental Overhead													$0	$13,000
5166	Legal Services													$0	$0
	Committee Work														
	Leadership Team													$0	$700
	Strategic Planning													$0	$0
	SBOE Meetings													$0	$500
5035	Exec. - Printing (brochure/poster)													$0	$0
	Investigations/hearings/training	$753	$588	$280	$2,707	$3,800								$8,128	$8,000
	Contract investigative services		$4,013				$998		$2,965					$7,976	$39,000
	NASDTEC Professional Pract.			$3,720	$24	$1,734								$5,478	$10,000
	NASDTEC Dues										$4,000			$4,000	$4,000
5035	Authorizations													$0	$500
	Alternate Routes													$0	$0
	Teacher Licensure/Comp													$0	$0
5035	Standards													$0	$300
	Standards Maintenance					$1,258	$2,742			$251	$2,271	$4,975	$309	$11,806	$12,000
	Praxis													$0	$2,500
	Prep Program Review Re-write													$0	$7,285
	Prep Program Review & Focus visits (PPR) & Training			$2,498	$792	$741	$2,236		$2,411	$210.00				$8,889	$10,500
5135	CAEP (NCATE) Partnership dues	$3,787												$3,787	$4,085
5035	Prof Development Committee													$0	$300

	Prof Development Fund														$0
5001	Communication	$145	$225	$233	$119	$144	$210	$268	$300	$24	$226	$120	$381	$2,394	$4,000
5051	Employee Development									$160	$245	$368		$773	$750
5170	Prof. Services-Consultant													$0	$2,000
5201 5601	Repairs and Maintenance Svcs.& supplies												$780	$780	$1,300
5251	Admin. services		$325	$410		$600		$175				$150		$1,660	$2,300
5301	Computer services													$0	$500
5351	Employee Travel Costs	-$340	$1,752	$1,353	$327	$73	-$400		$722	$574	$145	$1,592	$1,369	$7,166	$7,500
5401	Admin. Supplies (Office supplies)	$120	$177	$142	$151	$197	$85	$213	$130	$239	$254	$145	$146	$1,999	$2,500
5551	Computer Supplies										$65			$65	$1,000
5751	Insurance			$337										$337	$700
5901	Rentals & operating leases			$2,552					$2,326					$4,878	$5,500
	Payroll/Accounting			$1,013										$1,013	$1,400
CAPITAL															
6401	Computer equipment								$156			$187		$343	$1,000
6701	Office equipment	$217			$199				$169					$585	$600
TOTALS		**$24,005**	**$40,575**	**$33,187**	**$25,045**	**$31,993**	**$24,561**	**$32,675**	**$27,603**	**$18,909**	**$32,437**	**$31,180**	**$32,369**	$354,538	$390,220
	Revenue less expenses	$37,970	$24,894	($10,357)	($11,206)	($24,308)	($11,486)	($9,918)	($6,803)	$1,878	($7,188)	$1,388	$23,004	$7,868	

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Engineering Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Engineering Teaching Endorsement

There is an immediate need for secondary teachers in STEM (Science, Technology, Engineering and Mathematics) related fields. Boise State University (BSU) has submitted a proposal to offer a teacher preparation engineering program that will lead to an Engineering 6/12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Engineering 6/12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Engineering 6/12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Engineering K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Engineering 6/12 Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, all new programs must be reviewed for Board approval.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The program proposal provided references alignment with the Idaho engineering content standards. All State K-12 content standards and teacher preparation program standards are approved by the Board and incorporated by reference into Administrative Rule (IDAPA 08.02.03/IDAPA 08.02.02), to date the Board

has not had the opportunity to consider either engineering content standards nor engineering teacher preparation standards. It is customary for the endorsement programs to be built from a foundation starting with the applicable K-12 content standards in the applicable subject area, then teacher preparation program standards are developed in alignment with those content standards (Idaho Standards for the Initial Certification of Professional School Personnel), followed by the approval of any certification or endorsement programs that are aligned with those standards.

STEM industry partners have expressed support of the program.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Engineering 6/12 Teaching Endorsement program offered through Boise State University as an approved teacher preparation program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

IDoTEACH

Engineering

October 2014

Background

Established in 2012, IDoTeach is responsible for preparing all undergraduate pre-service teachers seeking science and mathematics teachings endorsements at Boise State University. IDoTeach is the first replication in the mountain west region of UTeach, a program originally developed at the University of Texas that has been adopted as an exemplary, research-based approach to STEM teacher preparation at over forty universities across the United States. With the pending approval of the recently developed Idaho Content Standards for teaching Engineering and the full support of the College of Engineering at Boise State University, we are seeking to offer the Engineering teaching endorsement. A strong focus on early experience in the classroom along with the deep content knowledge gained from earning a degree in a STEM discipline provides our pre-service teachers with the tools that they need to be successful in the classroom.

IDoTeach Elements of Success

The IDoTeach program is built on the following nine elements of success:

1. Distinctive Program Identity

    IDoTeach has an established identity as a prestigious secondary STEM teacher preparation program that attracts high caliber students, experienced and successful master teachers, and tenure-track faculty who are interested in the reform of STEM education.

2. Cross-College and School District Collaboration

    IDoTeach is a formally coordinated effort of the College of Education, the College of Arts and Sciences and College of Engineering – the college(s) responsible for administering STEM degrees.

3. Long-Term Institutional and Community Support

    IDoTeach is a long-term institutional and community priority that is sustained through ongoing financial support from university and college administrators, as well as a broader range of stakeholders concerned with STEM education reform. IDoTeach is afforded a level of stability similar to other university departments and is not an outreach effort.

4. Compact and Flexible Degree Plans

    IDoTeach offers four-year degree plans that fully integrate students' STEM content major requirements and IDoTeach program requirements and allow students to obtain secondary STEM teaching certification while earning degrees in science, computer science, engineering, or mathematics.

5. Active Student Recruitment and Support

IDoTeach actively recruits to attract the greatest possible number of STEM majors and provides significant resources and encouragement to maximize program and career retention.

6. Dedicated Master Teachers

IDoTeach master teachers—non-tenured clinical faculty with exemplary secondary teaching experience—are exclusively dedicated to student support and program success.

7. Rigorous, Research-Based Instruction

IDoTeach courses are designed to develop deep understanding of content of particular importance to future secondary STEM teachers and build strong connections between mathematics and science and between educational theory and practice.

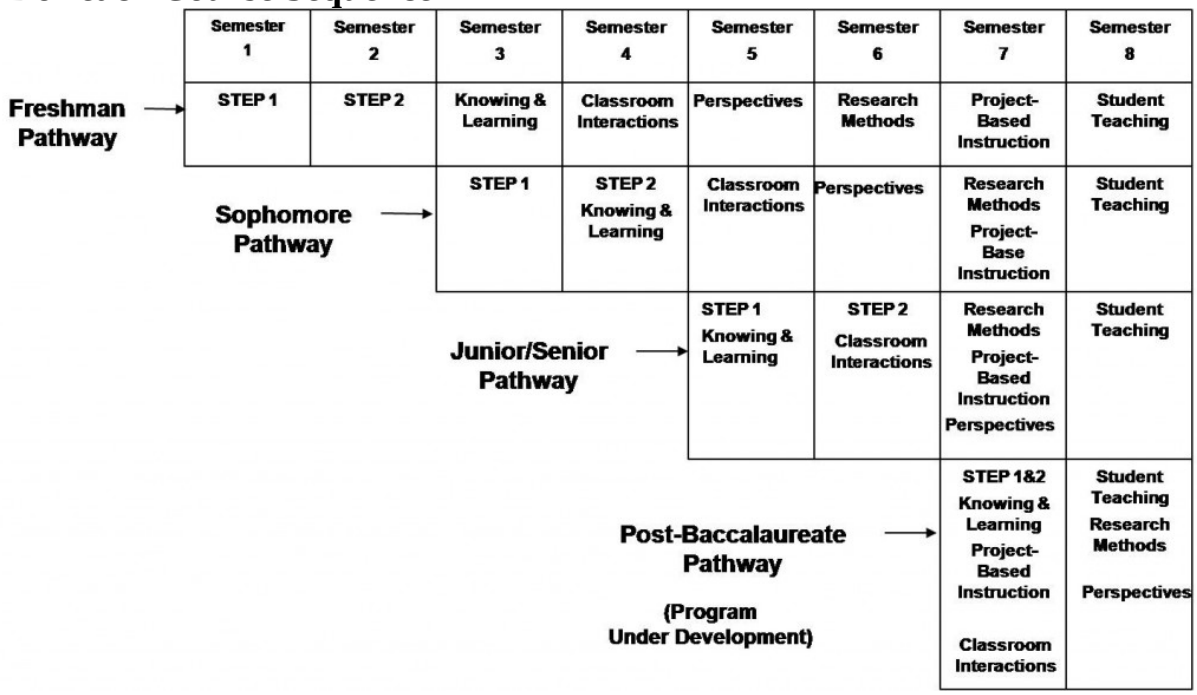
8. Early and Intensive Field Experiences

In order to promote confidence and accelerate professional development, IDoTeach students begin a carefully scaffolded sequence of intensive teaching opportunities in their first semester of the program and continue these field experiences throughout.

9. Continuous Program Improvement

IDoTeach systematically collects and analyzes both student and program level data to make informed decisions about program development and improvement.

IDoTeach Course Sequence



Course Descriptions

Students enrolled in IDoTeach will develop the competencies that they need to meet the Idaho Content Area Standards for Engineering through coursework in STEM Education offered by IDoTeach, Introductory Engineering, Engineering Communication, Senior Capstone Design, and Mathematics and Science Courses. Students seeking an endorsement in engineering will typically major in Civil Engineering (CE), Electrical and Computer Engineering (ECE), Materials Science and Engineering (MSE), or Mechanical and Biomedical Engineering (ME).

IDoTeach STEM Education Courses:

STEM-ED 101 STEP 1: INQUIRY APPROACHES TO TEACHING. Theory and practice necessary to design and deliver inquiry-based math and science instruction. Explore and practice the guided inquiry process, create lesson plans and implement them during visits to elementary classrooms. Fieldwork required.

STEM-ED 102 STEP 2: INQUIRY-BASED LESSON DESIGN. Continuation of STEM-ED 101. Develop skills in designing, teaching, analyzing, and assessing inquiry-based math and science lessons. Create lesson plans and implement them during visits to middle school classrooms. Fieldwork required.

STEM-ED 210 KNOWING AND LEARNING IN MATHEMATICS AND SCIENCE. Introduction to theories and principles of cognition and learning and research on learning,

memory, individual development, motivation and intelligence. Design lesson plans, instruction and assessment applying learning theory. Emphasis in mathematics and science learning. PREREQ: STEM-ED 101. COREQ: STEM-ED 102.

STEM-ED 220 PERSPECTIVES ON SCIENCE AND MATHEMATICS. Introduction to the historical, social, and philosophical implications of math and science. Laboratory focuses on replication of significant discoveries. PREREQ: STEM-ED 210.

STEM-ED 310 CLASSROOM INTERACTIONS. Apply learning theories in instructional settings. Develop, implement and evaluate activities and strategies for teaching diverse student populations. Fieldwork required. PREREQ: Admission to IDoTeach Program, STEM-ED 210.

STEM-ED 350 RESEARCH METHODS. Introduction to laboratory-based methods used by scientists and mathematicians with an application to math and science education. Design and implementation of laboratory investigations. Written and oral reports of results. PREREQ: PERM/INST.

STEM-ED 410 PROJECT-BASED INSTRUCTION. Methods used to implement and assess problem-based investigations in math and science classrooms. Fieldwork required. PREREQ: Admission to apprenticeship, STEM-ED 310.

STEM-ED 480 APPRENTICE TEACHING. Teaching in the classroom under the mentorship of a teacher in the field. Fieldwork required. PREREQ: Admission to apprenticeship, STEM-ED 350, STEM-ED 410.

Introductory Engineering Courses

ENGR 120 INTRODUCTION TO ENGINEERING. Students use critical thinking and gain design-oriented engineering experiences by working through projects that expose them to the engineering disciplines. Professional skill development includes teamwork, oral and written communication, and professional/ethical responsibility.

ENGR 130 INTRODUCTION TO ENGINEERING APPLICATION. Students use critical thinking and gain design-oriented engineering experience by working through projects that expose them to the engineering disciplines. Professional skill development includes teamwork, oral and written communication, and professional/ethical responsibility. Students will experience the satisfaction in solving a client's real-world problem as they apply the engineering design process to design and deliver a solution.

Engineering Communication Courses

CE 321 PRINCIPLES OF ENVIRONMENTAL ENGINEERING LAB. Environmental engineering problems with emphasis on analysis and presentation. Significance of results as compared with theory and practice.

ECE 380 ELECTRICAL ENGINEERING PRACTICE. Fundamentals in the practice of Electrical Engineering as a profession. Topics include written and oral communication

within Electrical Engineering; engineering project management and economics; design of experiment, systems, processes, and devices; test, reliability, lifetime, and failure analysis; manufacturing; ethics; sustainability; and engineering professionalism.

MSE 215 MATERIALS PROCESSING. Survey of manufacturing and processing techniques for technological materials including biomaterials, ceramics, metals, nanomaterials, and polymers.

ME 310 EXPERIMENTAL METHODS LAB. Instrumentation, data acquisition, and theory verification in the engineering sciences. Emphasis placed on experimental procedure, uncertainty analysis, and technical communication.

ENGL 202 INTRODUCTION TO TECHNICAL COMMUNICATION. An introduction to the principles and applications of technical communication, with an emphasis on audience characteristics and methods of performing research, analyzing data, and writing persuasive documents. Topics include audience analysis, the writing process, graphics, document design, the ethics of technical communication, and problem-solving research, as well as applications such as memos, letters, instructions, proposals, and reports.

Engineering Design Courses

CE 480 SENIOR DESIGN PROJECT. Capstone design experience integrating previous coursework with modern design theory and methodology. Applied through a comprehensive individual or group project, integrating criteria based on customer, code, and engineering requirements. Includes a series of progress reports and a final formal presentation.

CE 481 SENIOR DESIGN PROJECT I. Capstone design experience integrating previous coursework with modern design theory and methodology. Creation of teams and proposals to be carried out in CE 483.

CE 483 SENIOR DESIGN PROJECT II. Capstone design experience integrating previous coursework with modern design theory and methodology. Applied through a comprehensive individual or group project, integrating criteria based on customer, code, and engineering requirements. Includes a series of progress reports and a final formal presentation.

ECE 480 SENIOR DESIGN PROJECT I. Part one of the capstone design experience integrating previous design work with design theory and methodology. Applied through individual projects with fixed specifications requiring effective use of engineering skills including: time management, design trade-off analysis, SPICE simulation, PCB layout, and test/debug of the constructed design. Written reports are completed at each phase of the design process.

ECE 482 SENIOR DESIGN PROJECT II. Part two of the capstone design experience integrating previous design work with design theory and methodology. Applied through group project to integrate specifications based upon customer and engineering requirements, computer modeling, simulation, and reliability analysis. Includes a series of

project reports, formal presentations, and a written report. Development of skills used in the engineering profession: teamwork, effective meetings, safety, ethics, project management, and time management.

ME 481 SENIOR DESIGN PROJECT I. First course for mechanical engineers in capstone design. Integration of previous coursework with modern design theory, methodology, teamwork and project management. Comprehensive group projects include determining customer requirements, developing design specifications, preparing concept and configuration designs, documentation and presentation.

ME 483 SENIOR DESIGN PROJECT II. Second course for mechanical engineers in capstone design. Projects started in ME 481 continue with parametric design, prototyping, testing, documentation and presentation.

MSE 480 SENIOR PROJECT I. Culminating major design experience that incorporates materials selection, engineering standards and realistic constraints that include most of the following: economic, environmental, manufacturability, ethical, health and safety, social and political.

MSE 482 SENIOR PROJECT II. Culminating major design experience that incorporates materials selection, engineering standards and realistic constraints that include most of the following: economic, environmental, manufacturability, ethical, health and safety, social and political.

Math Courses

MATH 170 CALCULUS I. Definitions of limit, derivative and integral. Computation of the derivative, including logarithmic, exponential and trigonometric functions. Applications of the derivative, approximations, optimization, mean value theorem. Fundamental Theorem of Calculus, brief introduction to applications of the integral and to computations of antiderivatives. Intended for students in engineering, mathematics and the sciences.

MATH 175 CALCULUS II. A continuation of MATH 170. Applications of the integral, symbolic and numerical techniques of integration. Sequences and series, with an emphasis on power series and approximations, convergence and error bounds. Separable differential equations. Parametric curves in the plane and polar coordinates. Includes use of mathematical software such as Maple or Mathematica.

MATH 275 MULTIVARIABLE AND VECTOR CALCULUS. Vector algebra and geometry, functions of several variables, partial and directional derivatives, gradient, chain rule, optimization, multiple and iterated integrals. Parametric curves and surfaces, vector fields, divergence and curl, line and surface integrals, Green's, Stokes' and divergence theorems. Use of software such as Maple or Mathematica for visualization, exploration and solutions of "real-world" problems.

MATH 333 DIFFERENTIAL EQUATIONS WITH MATRIX THEORY. Use of differential equations to model phenomena in sciences and engineering. Solution of

differential equations via analytic, qualitative and numerical techniques. Linear and nonlinear systems of differential equations. Introduction to matrix algebra, determinants, eigenvalues, and solutions of linear systems. Laplace transforms.

Science Courses

CHEM 111 GENERAL CHEMISTRY I. The first semester of a one-year sequence course. A thorough study of the fundamentals of chemistry, including atomic and molecular structure, stoichiometry, chemical reactions in solutions, gases, thermochemistry, basic quantum theory, chemical periodicity, and elementary chemical bonding.

PHYS 211 PHYSICS I WITH CALCULUS. Kinematics, dynamics of particles, statics, momentum, rotational motion, gravitation, introductory wave motion, heat and thermodynamics. Recommended background: high school physics or PHYS 101.

Description of Artifacts

Portfolios: The students maintain portfolios for the IDoTeach program, in which they collect artifacts to document their accomplishment of each of the program/course learning outcomes. These artifacts include observations of student teaching, reflections on teaching, lesson plans, excerpts from video recorded teaching experiences, students assessments (pre/post), classroom activities, and final course culminating projects.

Field Experiences: Field experience observations and student reflections of their learning experiences from both the mentor teacher and the clinical faculty. The observations are done using a specific protocols that have been vetted and aligned with the current Idaho standards for teaching.

Project Reports: As the students develop projects for their content area (engineering) the projects are accompanied by a written report detailing the concepts, content, and processes that were used during the development. These reports are reflective of the learning that takes place in the content area courses as the students engage in project based learning.

Reflections: As the students engage in projects as well as field experiences they draft reflections of their experiences related to issues of teaching and learning computer science or engineering. These reflections are of both the acquisition of content knowledge as well as engagement in pedagogy.

Lesson Plans: Given the extensive field experiences associated with IDoTeach, the students amass a large number of lesson plans reflective of their content knowledge and their ability to teach the content. These lesson plans are to be content specific and student centered using an inquiry approach which requires the preservice teachers to have a broad subject area knowledge associated with their pedagogical knowledge.

Teamwork Assessments: Teamwork plays an important role in the engineering profession, and teaming experience are incorporated in the engineering curriculum, particularly in the introductory classes and in the senior design project students complete as the culmination of their undergraduate engineering education. Instructors in these courses solicit feedback from the students' peers to assess their ability to work successfully as part of a team.

Institution: _Boise State University_____ Program: _IDoTeach Engineering_____

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#1: Knowledge of Learner Development 1. The teacher understands how to design developmentally appropriate engineering activities and assignments.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1. The teacher designs and implements developmentally appropriate engineering activities and assignments.	Portfolios Field experience observations and student reflections on their learning experiences. Reflections on issues in teaching and learning engineering Lesson Plans

Framework for Teaching Domain # 1: Planning and Preparation

(CONTINUED)
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#1: Knowledge of Learner Development		**The candidate knows and is able to:**	

- 1b: Demonstrating Knowledge of Students

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Learning Differences: 1. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs. 2. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** **1.** The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness. **2.** The teacher provides appropriate accommodations that allow students to access academic content.	Lesson plans demonstrating differentiated instruction for both students with learning disabilities and gifted students. (1,2) Working with a supervising teacher to develop accommodation plans for student with learning disabilities (1,2) Written Reflections on working with students with disabilities and gifted students (1,2)

(CONTINUED)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Learning Differences:		**The candidate knows and is able to:**	

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Learning Environments: ***1.*** The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning). ***2.*** The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior. ***3.*** The teacher knows the components of an effective classroom management plan. ***4.*** The teacher understands how social groups function and influence individuals, and how individuals influence groups. ***5.*** The teacher understands how participation, structure, and leadership promote democratic values in the classroom.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated. 2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole. 3. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives. 4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior. 5. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in	Reflections on classroom management and motivation (1,6,8) Field experience observations (1,2,3,4,5,6,7,8) Classroom management plan (1,2,3,4,5) Lesson Plans (1,3,5,6,7) Reflection on issues in teaching and learning (1,6,8)

6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.		purposeful learning activities. 6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals. 7. The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them). 8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.	

(CONTINUED)

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Learning Environments:		**The candidate knows and is able to:**	

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4: Content Knowledge: 1. The teacher understands the principles and concepts of engineering design. 2. The teacher understands the role of mathematics in engineering design and analysis. 3. The teacher understands the role of natural and physical sciences in engineering design and analysis. 4. The teacher understands the ethical issues and practices of the engineering profession. 5. The teacher understands the importance of team dynamics and project management in engineering projects.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application MATH 170: Calculus I MATH 175: Calculus 2 CHEM 111: General Chemistry PHYS: 211 Physics I with Calculus CE 480/481/483, ECE 480/482, ME 481/483, or MSE 480/482: Senior Design	**The candidate knows and is able to:** 1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem. 2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community. 3. The teacher is able to work in a learning community/project team. .	Portfolios (1,2,3) Senior Design final project report (1,2,3) Senior Design final project presentation (1,2,3) Introduction to Engineering project reports (1,2,3) Introduction to Engineering teamwork evaluations (3) Senior design teamwork evaluations (3)

(CONTINUED)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4a: Knowledge of Subject Matter, Content Specific Requirements According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university." Content area expertise primarily verified through state testing requirement, but should include content competencies from the following areas: (Insert content/ endorsement area language from Administrative Rule):		**The candidate knows and is able to:**	

Framework for Teaching Domain #3: Instruction

- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3f: Demonstrating Flexibility and Responsiveness

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Application of Content: **1.** The teacher understands the communication needs of diverse learners. **2.** The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities. **3.** The teacher understands strategies for promoting student communication skills. **4.** The teacher knows the symbols, terminology, and notations specific to engineering.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application ENGL 202: Introduction to Technical Communication CE 321: Principle of Environmental Engineering; ECE 380 Electrical Engineering Practice; MSE 215: Materials Processing; or ME 310 Experimental Methods. Discipline specific communication courses STEM ED 101: STEP 1 STEM ED 102: STEP 2	**The candidate knows and is able to:** **1.** The teacher is a thoughtful and responsive listener. **2.** The teacher adjusts communication so that it is developmentally and individually appropriate. **3.** The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking. **4.** The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.	Portfolios (2,3,4,5) Lesson Plans (2,3,4,5,6) Engineering Memos (5) Engineering Project Reports (5) Field experience observations (1,2,3,4,5,6)

5. The teacher recognizes the importance of oral and written communication in the engineering discipline.	STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**5.** The teacher demonstrates the ability to communicate effectively orally and in writing. **6.** The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language). **7.** The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities. **8.** The teacher uses the symbols, terminology, and notations specific to engineering.	

(CONTINUED)

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Application of Content:		**The candidate knows and is able to:**	

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Assessment: ***1.*** The teacher understands the purposes of formative and summative assessment and evaluation. ***2.*** The teacher knows how to use multiple strategies to assess individual student progress. ***3.*** The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies. ***4.*** The teacher knows how to use assessments in designing and modifying instruction. ***5.*** The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310: Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** ***1.*** The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies. ***2.*** The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives. ***3.*** The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.	Portfolios (1,2,3,4,5) Lesson Plans (1,2,3) Field experience observations (1,2,3,4,5)

engineering learning outcomes. ***6.*** The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring. ***7.*** The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders. ***8.*** The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.		***4.*** The teacher monitors student assessment data and adjusts instruction accordingly. ***5.*** The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.	

Framework for Teaching Domain # 1: Planning and Preparation

(CONTINUED)

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Assessment:		**The candidate knows and is able to:**	

- 1b: Demonstrating knowledge of students
- 1e: Designing coherent instruction

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Planning for Instruction: ***1.*** The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals. ***2.*** The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning. ***3.*** The teacher knows when and how to adjust plans to maximize student learning.	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** ***1.*** The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula. ***2.*** The teacher designs curriculum to meet community and industry expectations. ***3.*** The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes. ***4.*** The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual	Portfolios (1,2,3,4,5,6,7,8,9) Lesson Plans (1,2,3,4,6,8,9) Field experience observations (1,2,3,4,5,6,7,8,9)

4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.		needs of diverse students. ***5.*** The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation. ***6.*** The teacher develops and utilizes student assessments that align with curriculum goals and objectives. ***7.*** The teacher modifies instructional plans based on student assessment and performance data. ***8.*** The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms. ***9.*** The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.	

(CONTINUED)

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Planning for Instruction:		**The candidate knows and is able to:**	

Framework for Teaching Domain #3: Instruction

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#8: Instructional Strategies: ***1.*** The teacher understands how instructional strategies impact processes associated with various kinds of learning. ***2.*** The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives). ***3.*** The teacher knows how to enhance learning through the use of a wide variety of materials, human resources,	STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching CE 480/481/483, ECE 480/482, ME 481/483, or MSE 480/482: Senior Design	**The candidate knows and is able to:** 1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. 2. The teacher uses multiple teaching and learning strategies to engage students in learning. 3. The teacher uses a variety of instructional tools and resources. 4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines. 5. The teacher uses practitioners	Portfolios (2,3,4,6) Lesson Plans (1, 2,3,4,6) Teaching Observations (1,2,3,4) Reflections on instructional strategies and deciding when to use a variety of instructional strategies. (1,2,3,6) Reflection on working with industrial partners as part of engineering senior design work. (5)

and technology. 4. The teacher knows how to apply integrative STEM pedagogy.		from industry and the public sector as appropriate for the content area. 6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.	

(CONTINUED)

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#8: Instructional Strategies:		**The candidate knows and is able to:**	

Framework for Teaching Domain #4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Learning and Ethical Practice: 1. The teacher is knowledgeable about the different career opportunities for engineering. 2. The teacher knows the Code of Ethics for Idaho Professional Educators. 3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching. 4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect. 5. The teacher knows where to find and how to access professional resources on teaching and subject matter.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 210: Knowing and Learning STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators. 2. The teacher adheres to local, state, and federal laws. ***3.*** The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research). ***4.*** The teacher uses self-reflection as a means of improving instruction. ***5.*** The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching	ENGR 120/130 Assignments and presentation on engineering disciplines and career pathways (Content area #1) Portfolios (1,2,3,4,5,6,7,8) Lesson Plans (1,2,3,4,8) Teaching Observations (1,2,3,4,5,6,7,8) Teaching Reflections. (3,4,5,6)

6. The teacher understands the need for professional activity and collaboration beyond the school. 7. The teacher knows about professional organizations within education and his/her discipline. 8. The teacher understands the dynamics of change and recognizes that the field of education is not static. 9. The teacher knows how to use educational technology to enhance productivity and professionalism.		practices. ***6.*** The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher. ***7.*** The teacher engages in professional discourse about subject matter knowledge and pedagogy. 8. The teacher uses educational technology to enhance productivity and professionalism.	

Framework for Teaching Domain #4: Professional Responsibilities

(CONTINUED)

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Learning and Ethical Practice:		**The candidate knows and is able to:**	

- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration: 1. The teacher is aware of community issues and needs for design opportunities. 2. The teacher is aware of the importance of professional learning communities.	ENGR 120: Introduction to Engineering or ENGR 130: Introduction to Engineering Application CE 480/481/483, ECE 480/482, ME 481/483, or MSE 480/482: Senior Design STEM ED 101: STEP 1 STEM ED 102: STEP 2 STEM ED 310:Classroom Interactions STEM ED 410: Project Based Instruction STEM ED 480: Apprenticeship Teaching	**The candidate knows and is able to:** 1 The teacher is able to adapt lessons to address community needs using the engineering design process. 2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities. 3.The teacher collaborates with other teachers across disciplines, as well as community partners.	Lesson Plans (1,2,3) Senior Design Project reports (1) Teaching Portfolio (1,2,3)

(CONTINUED)

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards For: Engineering (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration:		**The candidate knows and is able to:**	

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Computer Science Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Computer Science Teaching Endorsement

There is an immediate need for secondary teachers in STEM (Science, Technology, Engineering and Mathematics) related fields. Boise State University (BSU) has submitted a proposal to offer a Computer Science program that will lead to Computer Science 6/12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Computer Science 6/12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Computer Science 6/12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Computer Science K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Computer Science 6/12 Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, all new programs must be reviewed for Board approval.

ATTACHMENTS

Attachment 1 – BSU Computer Science Program Proposal Packet Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The information provided references the programs alignment with the "Idaho Standards for Computer Science 6/12." All State K-12 content standards and teacher preparation program standards are approved by the Board and incorporated by reference into Administrative Rule (IDAPA 08.02.03/IDAPA 08.02.02), to date the Board has not had the opportunity to consider either

computer science content standards nor engineering teacher preparation standards. It is customary for the endorsement programs to be built from a foundation starting with the applicable K-12 content standards in the applicable subject area, then teacher preparation program standards are developed in alignment with those content standards (Idaho Standards for the Initial Certification of Professional School Personnel), followed by the approval of any certification or endorsement programs that are aligned with those standards.

STEM industry partners have expressed support of the program.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Computer Science 6/12 Teaching Endorsement program offered through Boise State University as an approved teacher preparation program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

Endorsement for
Masters of Science in STEM Education
Computer Science Emphasis

IDoCode

http://idocode.boisestate.edu

+

IDoTeach

Contents

Introduction

Boise State University has recently been awarded a 3 year $1 million dollar grant from the National Science Foundation for its IDoCode project to promote computer science in Idaho high schools. NSF has funded 11 CS10K projects across the country (from 150 proposals that were submitted) with a goal to substantially increase well-trained computer science teachers in high schools across the United States.

Computer science skills are in high demand as it has become a driving force behind many of the advances in business, science and math, and now even social sciences and art. Thus in 2014, the State Board of Education and House Education Committee approved a rule change that allows students to take dual credit computer science or AP computer science as a math or science credit versus being counted as electives – providing incentive for students to explore the field of Computer Science. To supply this demand, we need teachers that are trained to teach computer science effectively.

Teachers are key to the CS10K program's success. As such, Boise State in partnership with the NSF will fully fund tuition for teachers who enroll in the new MS STEM Education Program with CS Emphasis. We have added a new emphasis in Computer Science to the MS in STEM Education program. There are currently 20 teachers from 7 school districts that have been accepted into the program.

Dr. Amit Jain and Dr. Tim Andersen (Co-PIs on this grant) participated in the workshop convened by the Professional Standards Commission that drafted standards for Computer Science. This application is to obtain approval for the program under the new standard.

This document describes the program in general followed by the degree requirements, relevant course descriptions and a list of artifacts that are referenced in the program approval form.

Master of Science in STEM Education (Computer Science Emphasis)

General Information

The curriculum for the Master of Science in STEM Education is targeted towards in-service teachers and stresses current developments in the STEM (Science, Technology, Engineering, and Mathematics) disciplines. In addition to subject matter knowledge, emphasis is placed on STEM pedagogy and educational research. Because of the varied backgrounds of candidates, the student's degree program can be designed to allow flexibility in choosing course offerings. Special Topics courses and seminars are frequently offered, expanding the program choices. Programs of study for each student are designed in consultation with the STEM Education Graduate Program Coordinator.

Application and Admission Requirements

Application for admission may be made by graduates of accredited institutions holding a

baccalaureate degree or teaching certificate in a STEM related discipline. Regular admission may be awarded to applicants who have earned a minimum grade point average of 3.0 during the last two years of academic work; admission will be based on grade point average and letters of recommendation. Continued enrollment in the program requires a minimum of 3.0 grade point (B) average and satisfactory progress toward the degree.

Degree Requirements

Course #	Course Title	Credits
	Computer Science Requirement:	
CS 501	AP Computer Science Principles	3
CS 503	Teaching and Learning Computer Science I	5
CS 505	Teaching and Learning Computer Science II	4
CS 518	Inclusive Strategies for Teaching Computer Science to Women and Minorities	2
 CS 321 CS 516 CS 517	<u>Select two of the following:</u> Data Structures Introduction to Web Development Mobile Application Development	3 + 3
	Educational Requirement:	
 ED-CIFS 506 ED-CIFS 536 ED-CIFS 537	<u>Required courses (Graduate core):</u> Issues in Education (4 cr) Curriculum Planning and Implementation (3 cr) Instructional Theory (3 cr)	10
	Culminating Activity:	
ED-CIFS 593	Thesis (A thesis, as mutually agreed upon by the candidate and the committee, is required. The thesis topic selection should be related to instruction, curriculum, or some other aspect of an educational program.)	6
	Total:	36

Recommendation for Endorsement

Teachers will apply to the Professional Standards Committee for recommendation for Endorsement to the State Department of Education. See Appendix for details on what is required.

Course Descriptions

CS 321 DATA STRUCTURES (3-0-3)(F/S). Sorting, searching, and order statistics. Further data structures: trees, priority queues, dictionaries, balanced search trees, B-Trees, heaps, hash tables, and graphs. PREREQ: CS 221 and MATH 189 or admission to MS in STEM Education.

CS 501 AP COMPUTER SCIENCE PRINCIPLES (3-0-3)(F/S). Introduction to fundamental concepts of computing. Includes logical reasoning, problem solving, data representation, abstraction, programming (in Processing language), debugging, and managing complexity. Basic ideas behind technologies including computers, networks, search engines, and multimedia. Ethical, legal and social aspects of information technology. PREREQ: Admission to MS in STEM Education.

CS 503 TEACHING AND LEARNING COMPUTER SCIENCE I (4-3-5)(F/S). Problem solving and object-oriented programming. Software development process. Data and expressions, conditionals and loops, arrays and lists, and classes and interfaces. Introduction to graphical user interfaces and UML diagrams. Approaches and techniques to teach CS I material in grades 6-12. PREREQ: Admission to MS in STEM Education.

CS 505 TEACHING AND LEARNING COMPUTER SCIENCE II (4-0-4)(F/S). Program correctness, testing and analysis of time and space complexity. Graphical user interfaces. Object-oriented programming and design, including hierarchy and inheritance. Basic data structures: lists, collections, stacks and queues. Basic searching and sorting. Approaches and techniques to teach CS II material in grades 6-12. PREREQ: Admission to MS in STEM Education and CS 503.

CS 516 INTRODUCTION TO WEB DEVELOPMENT (3-0-3)(F/S). An introduction to the technologies used for client-side and server-side web development. Learn fundamentals behind competing web technologies, best practices for design and usability, and build rich, dynamic, n-tier secure web applications. Tools used will be mainly open source such as PHP, Javascript, XML, HTML, CSS, MySQL, and the Apache web server. PREREQ: Admission to MS in STEM Education and CS 505.

CS 517 MOBILE APPLICATION DEVELOPMENT (3-0-3)(F/S). A project-intensive course on mobile development using either iOS or Android as a platform. Overview of mobile platforms and their characteristics, mobile interface design and best practices using such technologies as GPS, camera, persistence, notifications and others. Platform will be announced before the beginning of each semester. PREREQ: Admission to MS in STEM Education and CS 505.

CS 518 INCLUSIVE STRATEGIES FOR TEACHING COMPUTER SCIENCE TO WOMEN AND MINORITIES (2-0-2)(S) Readings and discussion on methodologies of teaching CS to women and minorities. (Pass/Fail) PREREQ: Admission to MS STEM Education.

ED-CIFS 506 ISSUES IN EDUCATION (4-0-4)(F/S/SU). Historical and contemporary social, economic, and organizational issues influencing education. Includes readings, presentations by members of the educational community, and discussions.

ED-CIFS 536 CURRICULUM PLANNING AND IMPLEMENTATION (3-0-3)(F/S/SU). This is a general course for practicing teachers intended to give them a foundation in curriculum theory and practice. They will develop an understanding of how curriculum is developed, organized, implemented and evaluated. Current issues and trends in curriculum with some historical perspective will be explored.

ED-CIFS 537 INSTRUCTIONAL THEORY (3-0-3)(F/S/SU). This course includes investigations of research and theory about educational contexts, motivation, learning and development as they relate to models of instruction. Students will develop skills in selecting appropriate instructional models to achieve specific purposes in a variety of educational settings.

Description of Artifacts

Software projects: Software projects containing source code, documentation and other supporting tools are usually the primary artifacts in computer science. Source code provides insight into a student's knowledge and understanding of various aspects of computer science. Projects are accompanied by a written report detailing the concepts, content, and processes that were used during the development. These reports are reflective of the learning that takes place in the content area courses as the students engage in project based learning.

Reflections: As the students engage in projects as well as field experiences they draft reflections of their experiences related to issues of teaching and learning computer science. These reflections are of both the acquisition of content knowledge as well as engagement in pedagogy.

Presentations of Products: Given the product focus nature of teaching, engineering, and computer science, presentations of products are a common activity to communicate the application of knowledge and the learning that has taken place.

Lesson Plans: The lesson plans are to be content specific and student centered using an inquiry approach, which requires the in-service teachers to have a broad subject area knowledge associated with their pedagogical knowledge.

Summative Exams. Summative exams provide documentation of a student's performance in a course and the acquisition of the competencies, knowledge, and processes associated with the course. Course grades frequently are reflective of performance on these exams and may be used in place of the grade to determine student acquisition of content knowledge. Exams could be traditional exams or be Team-Based Learning quizzes integrated into the course.

Homework Sets: Similar to exams, homework sets are reflective of student knowledge of a course, and may be used to gauge student content and procedural knowledge associated with a course. Homework includes in-class exercises that can be team-based. Similar to summative exams, grades are typically aligned with performance on homework sets and therefore may be used as an indicator of content knowledge and acquisition of concepts associated with engineering courses.

CS Industry Experiences: Attending seminars by speakers from industry, workshops, code camps, panel discussions, user groups for various technologies. Many of these experiences are made available to students in the computer science classes by making them a part of the reflections process.

Field Experiences: Field experience observations and student reflections of their learning experiences from both the mentor teacher and the clinical faculty. The observations are done using a specific protocol that have been vetted and aligned with the current Idaho standards for teaching.

Appendix: Field Experiences for Endorsement

Professional Standards Committee (Boise State University)
October 20, 2014
(version 102814)

Field placement recommendations for those seeking to add endorsements

Idaho Secondary-certified teacher adding a very similar endorsement
(e.g. History adding Government)

1. Evidence of positively evaluated teaching in current position
2. Transcript Review
3. Pass Praxis II for available subjects
4. Two observations using the Danielson Framework at two different times, 1 from BSU, 1 from principal

Idaho Secondary-certified teacher adding a substantially different endorsement
(e.g. Science adding English)

1. Evidence of positively evaluated teaching in current position
2. Transcript review
3. Pass Praxis II for available subjects
4. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

Idaho Elementary-certified teacher becoming Secondary-certified Teacher

1. Meet all application requirements for Graduate Certificate program
2. Complete entire graduate certificate program

Secondary-certified teacher in another country earning Idaho Secondary Certificate

1. Transcript review
2. Submit resume, teacher evaluations, letter of recommendation
3. Pass Praxis I, Praxis II in certification areas.
4. Applicant must demonstrate competence through course equivalency for
    a. Content course credits
    b. Pedagogy
    c. Special Education
    d. American Foundations of Education
    e. Educational Technology
    f. Comprehensive Literacy Test (must be passed)
5. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

Institution: Boise State University Program: MS STEM Education (Computer Science Emphasis)

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#1: Knowledge of Learner Development 1. The teacher understands digital citizenship.	**CS 501**: AP Computer Science Principles **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher promotes and models digital citizenship. 2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.	*Homework sets* (1) [CS 501] *Reflections on issues in teaching and learning computer science* (1, 2) [CS 501, CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Learning Differences: 1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning. 2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.	*Lesson Plans* (1, 2) [CS 503, CS 505 and CS 518] *Reflections on issues in teaching and learning computer science* (2) [CS 503, CS 505, CS 518] *Presentations of products* (1) [CS 503, CS 505, CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Learning Environments: 1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship. .	**CS 501**: AP Computer Science Principles **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks. 2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.	*Homework Sets* (2) [CS 501] *Reflections on issues in teaching and learning computer science* (1, 2) [In CS 501, CS 518] *Lesson Plans* (1, 2) [In CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4: Content Knowledge: 1. The teacher understands data representation and abstraction. 2. The teacher understands how to effectively design, develop, and test algorithms. 3. The teacher understands the software development process. 4. The teacher understands digital devices, systems, and networks. 5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinate systems, graph theory, matrices, probability, and statistics. 6. The teacher understands the role computer science plays and its impact in the modern world.	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities Two additional Computer Science courses from: **CS 321**: Data Structures **CS 516**: Intro to Web Development **CS 517**: Mobile Application Development	**The candidate knows and is able to:** 1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher: i. Effectively uses primitive data types. ii. Demonstrates an understanding of static and dynamic data structures. iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc iv. Effectively uses modeling and simulation to solve real-world problems 2. The teacher effectively designs, develops, and tests algorithms. The teacher: i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and	*Software projects* (1, 2, 3, 5) [CS 501, CS 503, CS 505, CS 321 or CS 516 or CS 517] *Presentations of products* (1, 2, 3, 4, 5) [CS 503, CS 505, CS 518, CS 321 or CS 516, CS 517] *Reflections on issues in teaching and learning computer science* (1, 4) [CS 503, CS 505, CS 518] *Homework sets* (4, 5) [CS 501, CS 505] *Summative Exams* (1, 2, 3, 4, 5) [CS 501, CS 503, CS 505] *Field Experiences* (1, 2, 3, 4, 5) [Assessment in actual classroom setting]

7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline. 8. The teacher understands the many and varied career and education paths that exist in Computer Science.		iterative control structures. ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures. iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness. iv. Effectively uses two or more development environments. v. Demonstrates knowledge of varied software development models and project management strategies. vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation. 3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher: i. Demonstrates an understanding of data representation at the machine level. ii. Demonstrates an understanding of machine level components and related issues of complexity. iii. Demonstrates an understanding of operating systems and networking in a structured computing system. iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices. 4. The teacher demonstrates an understanding of the role computer science plays and its impact in the	

		modern world. The teacher: i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users. ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce. 5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.	

(CONTINUED)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4a: Knowledge of Subject Matter, Content Specific Requirements According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university."	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities Two additional Computer Science courses from: **CS 321**: Data Structures **CS 516**: Intro to Web Development **CS 517**: Mobile Application Development		The CS department will evaluate a candidate based on provided portfolio of experience in computer science and appropriate challenges including software projects and exams to determine competency. *Field Experiences* [Assessment in actual classroom setting]

Framework for Teaching Domain #3: Instruction

- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3f: Demonstrating Flexibility and Responsiveness

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Application of Content: 1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II	**The candidate knows and is able to:** 1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media. 2. The teacher develops student understanding of online safety and effectively communicating in online environments.	*Reflections on issues in teaching and learning computer science* (1, 2) [CS 503 and CS 505] *Presentations of products* (1, 2) [CS 501, CS 503 and CS 505] *Homework Sets* (2) [CS 501] *Lesson Plans* (1) [CS 503, CS 505] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Assessment: 1. The teacher understands the creation and implementation of multiple forms of assessment using data.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.	*Reflections on issues in teaching and learning computer science* (1) [CS 503, CS 505, CS 518] *Lesson Plans* (1) [CS 503, CS 505, CS 518] *Field Experiences* (1) [Assessment in actual classroom setting]

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating knowledge of students
- 1e: Designing coherent instruction

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Planning for Instruction: 1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning. 2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science. 3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.	*Software projects* (1, 2, 3) [CS 503, CS 505] *Presentations of products* (1, 2, 3) [CS 503, CS 505, CS 518] *Lesson Plans* (1, 2, 3) [CS 503, CS 505, CS 518] *Summative Exams* (1, 2) [CS 503, CS 505] *Field Experiences* (1, 2, 3) [Assessment in actual classroom setting]

Framework for Teaching Domain #3: Instruction

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#8: Instructional Strategies: 1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.	**CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments. 2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.	*Presentations of products* (1, 2) [CS 503, CS 505, CS 518] *Lesson Plans* (1, 2) [CS 503, CS 505, CS 518] *Reflections on issues in teaching and learning computer science* (2) [CS 503, CS 505, CS 518] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain #4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Learning and Ethical Practice: 1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.	**CS 501**: AP Computer Science Principles **CS 503**: Teaching and Learning Computer Science I **CS 505**: Teaching and Learning Computer Science II **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education. 2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources. 3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.	*Software projects* (1) [CS 503, CS 505] *Reflections on issues in teaching and learning computer science* (2, 3) [CS 503, CS 505, CS 518] *Presentations of products* (1, 2, 3) [CS 503, CS 505, CS 518] *Homework sets* (3) [CS 501] *CS Industry Experiences* (2) [CS 501, CS 503, CS 505] *Field Experiences* (1, 2) [Assessment in actual classroom setting]

Framework for Teaching Domain #4: Professional Responsibilities

- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards **For: Core Teacher Standards** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration: 1. The teacher understands the process and value of partnerships with industry and other organizations.	**CS 501**: AP Computer Science Principles **CS 518**: Inclusive Strategies for Teaching Computer Science to Women and Minorities	**The candidate knows and is able to:** 1. The teacher is active in the professional computer science and industrial community	*CS Industry Experiences* (1) [CS 501, CS503, CS 505, CS 518] *Reflections on issues in teaching and learning computer science* (1) [CS 518]

Description of Artifacts

Software projects: Software projects containing source code, documentation and other supporting tools are usually the primary artifacts in computer science. Source code provides insight into a student's knowledge and understanding of various aspects of computer science. Projects are accompanied by a written report detailing the concepts, content, and processes that were used during the development. These reports are reflective of the learning that takes place in the content area courses as the students engage in project based learning.

Reflections: As the students engage in projects as well as field experiences they draft reflections of their experiences related to issues of teaching and learning computer science. These reflections are of both the acquisition of content knowledge as well as engagement in pedagogy.

Presentations of Products: Given the product focus nature of teaching, engineering, and computer science, presentations of products are a common activity to communicate the application of knowledge and the learning that has taken place.

Lesson Plans: The lesson plans are to be content specific and student centered using an inquiry approach, which requires the in-service teachers to have a broad subject area knowledge associated with their pedagogical knowledge.

Summative Exams. Summative exams provide documentation of a student's performance in a course and the acquisition of the competencies, knowledge, and processes associated with the course. Course grades frequently are reflective of performance on these exams and may be used in place of the grade to determine student acquisition of content knowledge. Exams could be traditional exams or be Team-Based Learning quizzes integrated into the course.

Homework Sets: Similar to exams, homework sets are reflective of student knowledge of a course, and may be used to gauge student content and procedural knowledge associated with a course. Homework includes in-class exercises that can be team-based. Similar to summative exams, grades are typically aligned with performance on homework sets and therefore may be used as an indicator of content knowledge and acquisition of concepts associated with engineering courses.

CS Industry Experiences: Attending seminars by speakers from industry, workshops, code camps, panel discussions, user groups for various technologies. Many of these experiences are made available to students in the computer science classes by making them a part of the reflections process.

Field Experiences: Field experience observations and student reflections of their learning experiences from both the mentor teacher and the clinical faculty. The observations are done using a specific protocol that have been vetted and aligned with the current Idaho standards for teaching

Appendix: Field Experiences for Endorsement

Professional Standards Committee (Boise State University)
October 20, 2014
(version 102814)

Field placement recommendations for those seeking to add endorsements

Idaho Secondary-certified teacher adding a very similar endorsement
(e.g. History adding Government)

1. Evidence of positively evaluated teaching in current position
2. Transcript Review
3. Pass Praxis II for available subjects
4. Two observations using the Danielson Framework at two different times, 1 from BSU, 1 from principal

Idaho Secondary-certified teacher adding a substantially different endorsement
(e.g. Science adding English)

1. Evidence of positively evaluated teaching in current position
2. Transcript review
3. Pass Praxis II for available subjects
4. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

Idaho Elementary-certified teacher becoming Secondary-certified Teacher

1. Meet all application requirements for Graduate Certificate program
2. Complete entire graduate certificate program

Secondary-certified teacher in another country earning Idaho Secondary Certificate

1. Transcript review
2. Submit resume, teacher evaluations, letter of recommendation
3. Pass Praxis I, Praxis II in certification areas.
4. Applicant must demonstrate competence through course equivalency for
    a. Content course credits
    b. Pedagogy
    c. Special Education
    d. American Foundations of Education
    e. Educational Technology
    f. Comprehensive Literacy Test (must be passed)
5. Four observations using the Danielson Framework across a span of no less than four weeks, 2 from BSU, 2 from principal

Professional Standards Committee
October 20, 2014
(version 102814)

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Master in Teaching Special Education Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code

Idaho Administrative code, IDAPA 08.02.02.100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Special Education Teaching Endorsement

The field of special education has an increasing need for qualified teachers. In order to help meet the current demand, Boise State University (BSU) has submitted a proposal to offer a Masters in Teaching (MIT) program that will lead to a Generalist K-12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Generalist K-12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Generalist K-12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Generalist K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the MIT Generalist K-12 Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, BSU must have all new programs reviewed for State approval.

ATTACHMENTS

Attachment 1 – BSU MIT Generalist K-12 Endorsement Packet Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Special Education Generalist K-12 Teaching Endorsement Program offered through Boise State University as an approved teacher preparation program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Special Education and Early Childhood Studies

Table of Contents

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Conceptual Framework
Boise State College of Education

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Special Education and Early Childhood Studies
Mission & Vision Statement

The Department of Special Education and Early Childhood Studies at Boise State University is committed to preparing highly-qualified, expert special education and early childhood educators. The teacher training programs within the department are grounded in an experiential learning model that has at its core, the integration of evidence-based practices.

Guiding the special education programs is the understanding that special educators must be able to understand the unique needs of the individual with exceptionalities; design an individualized instructional plan grounded in research-based methods to support those unique needs; learn to teach diagnostically to ensure that students with exceptionalities are benefitting from the instruction; and to create a safe and positive learning environment.

Department Goals

1. To increase the number of Special Education Teachers and Early Childhood Interventionists in Idaho who are able to provide high-quality instruction and evidenced-based interventions for children with disabilities
2. To prepare high quality scholars, with a particular focus on increasing the diversity of the work force.
3. To provide teacher candidates with a training program that reflects current research and evidence-based practices to ensure graduates attain the required competencies
4. To collaborate with school and community partners to provide experiential learning opportunities and to provide a service to high needs schools and communities.
5. To integrate the current and appropriate use of technology to promote learning.

Guiding Principles of our Teacher Training Programs

Our goal in the Department of Special Education and Early Childhood Studies is to prepare special educators *to be active collaborators, reflective and skilled practitioners, effective leaders and change agents in high needs areas, and advocates for children with disabilities and their families*. Our program provides an opportunity for scholars to integrate theory and practice in diverse settings through the study and application of evidence-based practices.

Active Collaborators develop and sustain collaborative relationships among teachers, students and their families, administrators, and other community stakeholders. Educators understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and model professional behaviors appropriate for those entrusted with educating today's children and young people.

Reflective and Skilled Practitioners are prepared to analyze situations, set goals, plan and monitor actions, and assess outcomes. They are committed to culturally responsive and evidence-based practices that engage students in their learning. They demonstrate proficiency in the selection and differentiation of appropriate supports, accommodations, curriculum modifications, strategies, and assessment practices that are appropriate for the diverse populations they serve. They use formative and summative data as evidence for decision-making.

Effective Leaders and Change Agents have a vision. They articulate a personal philosophy of education that includes a belief in every student they serve. Effective change agents collaborate with a variety of colleagues to develop individualized supports and strategies for students and families, especially in Idaho's high need rural schools and schools with a growing percentage of children with limited English proficiency. They see themselves as part of a team working towards a common goal. Effective leaders lead by example, not by directive.

Advocates for Children with Disabilities and their Families act as a voice for children and youth, demonstrating a commitment to the success of all. Advocates are well versed in research-based strategies that have been proven effective for delivering and adapting curriculum, teaching social skills, designing communication systems, and increasing personal independence.

Programmatic Details:

The Master in Teaching in Special Education or Early Childhood Studies are housed within the College of Education at Boise State University. The MIT program provides candidates the option of earning a graduate degree and their teaching certificate in either special education or in birth-grade 3, and consists of 37 graduate-level credits. The program prepares people with a bachelor's degree to effectively educate students with disabilities or young children with exceptionalities in a variety of classroom contexts. Successful completion of the MIT in SPED program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Generalist Endorsement (K-12); completion of the MIT in ECS program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Early Childhood Special Education Endorsement.

Requirements for Admission to the MIT in SPED or ECS Program:

- Official transcripts from all institutions of higher education attended
- 3.0 or high GPA in undergraduate program
- Completed Boise State University Graduate College Application
- GRE

Requirements for MIT Graduation and Institutional Recommendation:

- Graduate coursework must be completed with a grade of B or better
- Graduates must complete the coursework within five years of matriculation into the program
- Candidates must be continually enrolled while completing the program
- Candidates must receive a passing score on the appropriate Praxis exam

MIT in Special Education Required Course Cycle:

Semester	Course	Credit hours
Summer 1	ECS 510 Foundations of Practice SPED 556 Evidence Based Practices SPED 540 Law Seminar (1)	10
Fall	SPED 558 Data Based Decision Making SPED 554 Behavior SPED 541 Transition Seminar (1)	10
Spring	SPED 552 Language Arts SPED 533 Math 500+ Elective (3) Seminar (1)	10
Summer 2	SPED 557 Universal Design ECS 513 Families (3) Seminar (1)	7
Total		37

The following pages provide a brief description of the courses offered in the MIT programs:

ED-ECS 510 FOUNDATIONS OF PRACTICE IN ECSE (3-0-3)(SU). Both typical and atypical development of children across the domains from birth through age 8. Focus on Developmentally Appropriate Practices and curriculum models. Fieldwork required.

ED-ECS 511 EI/ECSE ASSESSMENT AND EVALUATION (3-0-3)(F). Assessment and ongoing evaluation in EI/ECSE. Focus on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision making. Fieldwork required.

ED-ECS 512 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN EARLY CHILDHOOD (3-0-3)(F). Implementation of positive behavioral interventions and supports at program, classroom and individual-student levels. Focus on implementing positive, preventive and function-based interventions in school, home and community environments. Fieldwork required.

ED-ECS 513 FAMILY SYSTEMS AND COLLABORATION (3-0-3)(SU). Early intervention models, service delivery, family systems, and collaboration with parents and educators. Fieldwork required.

ED-ECS 514 ECSE METHODS (3-0-3)(S). Application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains. Fieldwork required.

ED-ECS 515 EARLY INTERVENTION, BIRTH TO THREE: ECE/ECSE (3-0-3)(F). Development of infants, both typically developing and those with delays and disabilities. Focus on learning in naturalistic environments, coaching families, and designing and implementing interventions. Fieldwork required.

ED-SPED 540 DISABILITY/SPECIAL EDUCATION AND THE LAW (3-0-3)(SU). Advanced coverage of the American legal system as relevant to individuals with disability (P-age 21), using the six principles of P.L. 94-142 as a framework. Fieldwork required. PRE/COREQ: ED-SPED 550 or PERM/INST.

ED-SPED 541 SECONDARY TRANSITION (3-0-3)(F). Essential components of career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements, comprehensive transition assessment, person centered planning, and issues and trends in transition education and services. Fieldwork required.

ED-SPED 550 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS (3-0-3)(SU). Education of students with exceptional needs. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration. Fieldwork required.

ED-SPED 552 LANGUAGE ARTS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced professional knowledge and skills in developing and implementing programs for students with disabilities, including data analysis in programmatic decision-making. Fieldwork required.

ED-SPED 554 POSITIVE BEHAVIOR PROGRAMS (3-0-3)(F). Current best practices in development and implementation of instructional and behavioral programs for students with challenging behaviors. Fieldwork required.

ED-SPED 556 EVIDENCE-BASED PRACTICES AND STUDENTS WITH SUPPORT NEEDS (3-0-3)(SU). The role of educators in identifying, understanding and implementing evidence-based practices is examined, with focus on the characteristics of learners with significant support needs. Fieldwork required.

ED-SPED 557 UNIVERSAL DESIGN AND ASSISTIVE TECHNOLOGY (3-0-3)(SU). Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities. Fieldwork required.

ED-SPED 558 ASSESSMENT IN SPECIAL EDUCATION (3-0-3)(F). Various types of assessment that inform the screening, diagnosis, evaluation and program planning for students with disabilities are reviewed. Interpret and analyze assessment data to inform instruction and behavior interventions. Fieldwork required.

ED-SPED 570 MATHEMATICS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced research-based instruction and teaching strategies in mathematics for students with disabilities. Response to Intervention (RTI), integrated formative assessment and interventions in mathematics. Fieldwork required.

ED-SPED 598 SEMINAR IN SPECIAL EDUCATION (1-3)(F/S/SU). Seminar topics directly relate to fieldwork experiences and focus on collaboration, instructional strategies and management of the classroom environment. May be repeated for credit.

Institution: Boise State University Program: Master in Teaching in Special Education

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent instruction	3c: Engaging Students in Learning

Idaho Core Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Correlated to Idaho Special Education Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience*** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understands how the learning patterns of students with disabilities may differ from the norm	ECS 510 SPED 552 SPED 533 SPED 556	1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.	During field placement in Spring semester, candidates will plan, implement, assess and reflect on instructional lessons they deliver in language arts and math that incorporate the instructional approaches taught in their coursework. Candidates will be required to video tape a minimum of 3 lessons throughout the semester that they will debrief with their cohort and their supervisor

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Idaho Core Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Correlated to Idaho Standards for Special Education Generalist Standard #3, Modifying Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities. 2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments). 3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).	SPED 552, 533, 557, 554 ECS 510, SPED 556, SPED 540 SPED 540, ECS 513	1. The teacher individualizes instruction to support student learning and behavior in various settings. 2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes. 3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.	Candidates will be required to plan, implement, assess and reflect on lessons in language arts and math, as well as implement behavior plans. Video recordings of these assignments will be submitted. Candidates will develop IEPs in their coursework where they create appropriate instructional plans based on the student's disability type Candidates will have to connect with a service agency to obtain information related to the special health care needs of students with disabilities and prepare a written summary within a student's IEP of the potential effects/concerns on learning

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

• 2a: Creating an Environment of Respect and Rapport	• 3c: Engaging Students in Learning

Idaho Core Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Correlated to Idaho Special Education Generalist Standard #5, Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities. 2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans). 3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation,	SPED 554, SPED 540 SPED 554, SPED 558 SPED 554	1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors. 2. The teacher coordinates the implementation of behavior plans with all members of the educational team. 3. The teacher creates an environment that encourages self-advocacy and increased independence. 4. The teacher demonstrates a variety	During the Fall semester, candidates in this program will take the Behavior course, along with the Data-based decision making course. During this semester, candidates will be in a field placement and will be required to carry out a functional behavior assessment, develop goals for a specific student's behavioral concerns, implement an instructional/behavior plan to support the student in achieving those goals, collect and monitor data on the plan's effect, make changes as the data may or may not warrant, and conclude with a written summary of the student's performance. The candidate

aggression, non-compliance, self-injurious behavior). 4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention. 5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.	 SPED 554 SPED 554	of effective behavior management techniques appropriate to students with disabilities. 5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.	will be required to submit the FBA, the plan, the data collection graph, along with notes about any instructional modifications made, and a summary statement of the overall effect on student performance. In this way, the candidate will have provided evidence of meeting all five of the key indicators of these competencies.

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

• 1a. Demonstrating knowledge of content and pedagogy • 1e. Designing coherent instruction	• 3c. Engaging Students in Learning

Idaho Core Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Correlated to Idaho Special Education Generalist Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students

Idaho Content Area Standards **For: Generalist K-12, Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice. 2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas. 3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.	SPED 556, SPED 540 SPED 552 SPED 533	1. The teacher demonstrates the application of theories and research-based educational models in special education practice. 2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.	In the first summer semester, candidates will take SPED 556 and SPED 540 along with a seminar course. Candidates will be required to view video taped instructional lessons and assess them using criteria aligned with evidence-based practices, providing a critique of the lesson and indicating how/what would need to be improved and or changed to meet the standards of EBP. In the spring of their program, candidates will work with small groups of students and will be

			required to plan a series of lessons for language arts and a series of lessons for math instruction that meets the needs of the students they are serving and that relies on the use of EBP. Candidates will also be required to monitor progress of their student groups using progress monitoring tools. At the end of the semester, candidates will turn in their lesson plans, student progress monitoring data along with indications of where they made instructional changes, and an overall summary of student performance relative to their individualized goals. Candidates will also submit a minimum of 3 videos that will be assessed using the EBP tools they use in 556.

Framework for Teaching Domain #3: Instruction

• 3a: Communicating with students • 3c: engaging students in learning • 3f: demonstrating flexibility and responsiveness	

Idaho Core Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Correlated to Idaho Special Education Generalist Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments. 2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.	SPED 556 SPED 557 SPED 541 ECS513 SPED 556 SPED 557 SPED 541 ECS513	1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments. 2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.	Throughout the program, candidates will learn a variety of techniques to engage students to participate in educational environments. In SPED 553 and 533, candidates will be required to ensure students are engaged and have opportunities to respond during the lesson – this will be captured on the video files they submit during Spring. In the second summer semester, during the Universal Design course, candidates will be required to develop an assistive technology plan for their students that facilitates their ability to

			participate meaningfully in their lessons – using speech to text and other assistive technology apps that are available for students with disabilities. Candidates will submit their AT plan, specific individual lesson plans and notes on progress of their students who are using them to engage more meaningful in their instruction.

Framework for Teaching Domain #1: Planning and Preparation #3 Instruction

• 1f: designing student assessments	• 3d: Using assessment in instruction

Idaho Core Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Correlated to Idaho Special Education Generalist standard #8, Assessment of Student Learning. The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities. 2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services. 3. The teacher understands how to assist colleagues in designing adapted assessments. 159	SPED 540 SPED 558 SPED 558, ECS 513 SPED 558, SPED 557	1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum. 2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities. 3. The teacher gathers background information regarding academic, medical, and social history. 4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate	Candidates in fall and spring will be in field placements and will be required to review assessment data to conduct an FBA and plan a behavior intervention, and use assessment data to plan an instructional program in language arts and math in the spring using, formal, informal and progress monitoring data. They will submit their instructional plans and formative assessment data as evidence of meeting this competency. Candidates will be required to participate in an IEP meeting and gather information on students performance to inform their instructional planning. They will

4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery. 5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds. 6. The teacher knows the appropriate accommodations and adaptations for state and district assessments	SPED 558 SPED 558 SPED 558	placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds. 5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services. 6. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.	submit a written summary of the IEP to include how they addressed the family's input Candidates will develop IEPs and implement lesson plans in language arts, math, behavior and will submit the results of these plans, along with PM data and summaries of student performance. In fall, candidates will be required to prepare a transition plan for a student with disabilities aged 14 or older. Candidates will submit the transition plan, including summary results of the assessments they used to inform the plan. Candidates will administer assessments during fall that will be used to initially develop a student's IEP. In the final summer of the program, candidates will administer a needs assessment to determine appropriate use of assistive technology for students with disabilities.

Framework for Teaching Domain # 1: Planning and Preparation

• 1b: Demonstrating knowledge of students • 1e: designing coherent instruction	

Idaho Core Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Correlated to Idaho Special Education Generalist Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K).	SPED 558, 540, 552, 533, 556	**1.** Develops comprehensive, outcome-oriented IEPs in collaboration with IEP team members	Candidates will submit an IEP in both fall and spring semester through their field placements.
2. Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K).	SPED 558, 540, 552, 533, 556, 541	2. Conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress	Candidates will select a task/instructional objective and list the steps in a task analysis they submit during SPED 556.
3. Understands the general education curriculum and state standards	SPED 552, 533	3. Evaluates and links the student's skill development to the general education curriculum	Candidates will develop standards based IEPs in 552 and 533 courses

developed for student achievement (K). 4. Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D).	SPED 541, 556	4. Develops and uses procedures for monitoring student progress toward individual learning goals 5. Uses strategies for facilitating maintenance and generalization of skills across learning environments 6. In collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings 7. Develops opportunities for career exploration and skill development in community-based settings 8. Designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities 9. Considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly	Candidates will submit their instructional plans with student PM data Candidates will develop plans for the use of universal design and assistive technology across the student's multiple course settings Candidates will participate in a team meeting for transition planning and will submit a transition plan in 541 The candidate's transition plan they submit for their student will include a focus on career exploration and accessing the community, developing independent skills. Where relevant, the candidate will include information about integrating resources accordingly.

Framework for Teaching Domain #3: Instruction

• 3b: Using Questioning and Discussion Techniques • 3c: Engaging students in learning	

Idaho Core Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Correlated to Idaho Special Education Generalist Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understand individualized skills and strategies necessary for positive support of academic success	SPED 556, 552, 533, 557	1. Demonstrate ability to teach students with disabilities in a variety of educational settings	Candidate will submit videos of their instruction during fall and spring semester, from a variety of settings, including the general class, resource and extended resource rooms.
2. Understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community	SPED 554, ECS 513	2. Designs, implements, and evaluates instructional programs that enhance a student's participation in the family, school & community activities	Candidate will submit IEPs and lesson plans and video instruction that includes an emphasis on participation in family school and community activities.
3. Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions	SPED 552, 557	3. Advocates for and models the use of appropriate social skills	Video reflection of instruction, specifically in SPED 554 that includes a focus on social skills instruction.

4. Recognizes that appropriate social skills facilitate student success in all environments	SPED 554	4. Provides social skills instruction that enhances student success 5. Creates an accessible learning environment through the use of assistive technology 6. Demonstrates the ability to implement strategies that enhance students' expressive and receptive communication	Candidates will submit a lesson plan designed according to the principles of Universal Design, and will integrate the use of assistive technology into their instruction for language arts and math for students.

Framework for Teaching Domain #4: Professional Responsibilities

• 4a: Reflecting on Teaching • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	

Idaho Core Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Correlates with Idaho Special Education Standard #9: Reflection and Professional Development. The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching	SPED 540, ECS 513	1. Practices within the CEC code of ethics and other standards and policies of the profession	Candidates will submit an IEP, video reflections, lesson plans, assessments, that will all be assessed through the lens of the professional standards.

Framework for Teaching Domain #4: Professional Responsibilities

- 4c: Communicating with families
- 4d: Participating in a Professional community
- 4f: Showing Professionalism

Idaho Core Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Correlates to Idaho Special Education Standard #10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience** (List the required coursework and/or verified equivalent experience)	**Key Indicators Specific to Content Competencies** (Insert language from content area "Performance" standards that demonstrate key indicators)	**Artifacts & Performance Assessments** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
1. Understand current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement	SPED 540, SPED 558	1. Facilitates communication between the educational team, students, their families, and other caregivers	Candidates will be required to participate in an IEP meeting and to communicate with stakeholders. They will submit written documentation of their work.
2. Understand variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school	ECS 513	2. Trains or access training for paraprofessionals 3. Collaborates with team members to develop effective student schedules	In their field placement, candidates will integrate the use of paraprofessionals in their instructional planning and implementation – video recordings and documentation of lesson plans (to include the use of paraprofessionals and effective scheduling) will be included.
3. Knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with	SPED 540, ECS 513	4. Communicates the benefits, strengths, and constraints of special education services	Candidates will be required to

disabilities 4. Aware of factors that promote effective communication and collaboration with students, prarents/guardians, colleagues, and the community in a culturally responsive manner 5. Familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns 6. Knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program 7. Knows how to train or access training for paraprofessionals 8. Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support 9. Recognizes the importance of the relationship between school and family 10. Appreciates the dignity and privacy of students and families	ECS 513 ECS 513 ECS 513, SPED 540, SPED 558, SPED 554 ECS 510, SPED 540 SPED 541 ECS 513, SPED 541 ECS 513 ECS 513, SPED 540 SPED 540, SPED 541, SPED 558	5. Creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws 6. Encourages and assists families to become active participants in the educational team 7. Collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments 8. Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities 9. Participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels	participate in an IEP meeting and to communicate with stakeholders. They will submit written documentation of their work Candidates will submit their IEP documentation that they prepare with their field placement's software system. Candidates will demonstrate to their field supervisor that they have effectively use that system. Candidates will prepare tools/information to share with parents about their students' instructional program and deliver that information to parents/families. Candidates will submit their instructional plans and documentation through written reports and videos – included in these assignments will be evidence of collaboration (e.g. notes, phone call logs, general education modifications etc…) Candidates will develop a tiered approach to behavior supports and submit that plan as an assignment during their SPED 554 course.

11. Respects the unique contribution of family knowledge regarding the child's abilities and needs 12. Commits to the role of problem solver as part of the building team			

***Legend for Course Numbers:**

Course Number	Course Titles	Credit Hours
510	Foundations of Practice in ECSE	3
556	**Evidence-Based Practices**	3
540	Special Education Law	3
558	Data-based Decision Making	3
554	**Behavior**	3
541	Transition	3
552	Language Arts for Students with Disabilities	3
533	Mathematics for Students with Disabilities	3
557	Universal Design	3
513	Families	3
	Elective	3
598	Seminar	4
		37 Credit Hours

Boise State University
College of Education
Fall 2013

Course Name: Foundations of Practice in ECSE	**Instructor:** Patricia Hampshire, PhD
Course #: ED-ECS 510	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** PatriciaHampshire@boisestate.edu

The Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
This course provides an introduction to early intervention and early childhood special education practices, theories and issues facing the field today. The focus of this course will include students from birth to age 8. Content will cover both typical and atypical development of children across social-emotional, language, cognitive, physical and aesthetic domains. Students will also begin discussing the importance of Developmentally Appropriate Practices (DAP) in early childhood programs. Approaches to early childhood education will also be addressed including High Scope, Creative Curriculum, Bank Street, The Project Approach, Reggio Emilia, Montessori and the Waldorf Approach. In an effort to prepare students for graduate level writing, this course will also address the basics of applying American Psychological Association (APA) standards to writing assignments including formatting and citing references.

Professional Development Standards

NAEYC Standards:

- Knowing and understanding young children's characteristics and needs, from birth through age 8 (1a)
- Knowing and understanding the multiple influences on development and learning (1b)

- Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology (4b)
- Understanding content knowledge and resources in academic disciplines (5a)
- Identifying and involving oneself with the early childhood field (6a)
- Knowing about and upholding ethical standards and other professional guidelines (6b)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for children and the profession (6e)

Idaho State Teaching Standards:

- The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Standard 1: Learner Development)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)

DEC Standards:

Standard 1: Learner Development and Individual Learning Differences

- Typical and atypical human growth and development. (ISCI 1 K1)
- Similarities and differences among individuals with exceptional learning needs. (ISCI 1 K2)
- Educational implications of characteristics of various exceptionalities. (ISCI 1 K3)
- Similarities and differences of individuals with and without exceptional learning needs. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual's life. (ISCI 1 K10)
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. (ISCI 1 K11)

- Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences. (ISCI 1 K12)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)
- Theories of typical and atypical early childhood development. (ECSE 1 K1)
- Biological and environmental factors that affect pre-, peri-, and postnatal development and learning. (ECSE 1 K2)
- Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life. (ECSE 1 K3)
- Impact of medical conditions and related care on development and learning. (ECSE 1 K4)
- Factors that affect the mental health and social-emotional development of infants and young children. (ECSE 1 K6)
- Infants and young children develop and learn at varying rates. (ECSE 1 K7)
- Impact of child's abilities, needs, and characteristics on development and learning. (ECSE 1 K8)
- Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development. (ECSE 1 K9)
- Impact of language delays on behavior. (ECSE 1 K10)

Standard 2: Learning Environments

- Ways specific cultures are negatively stereotyped. (ISCI 2 K9)
- Establish and maintain rapport with individuals with and without exceptionalities. (ISCI 2 S7)
- Teach self-advocacy. (ISCI 2 S8)
- Impact of social and physical environments on development and learning. (ECSE 2 K1)

Standard 3: Curricular Content Knowledge

- Theories and research that form the basis of curriculum development and instructional practice. (ISCI 3 K1)
- Scope and sequences of general and special curricula. (ISCI 3 K2)
- National, state or provincial, and local curricula standards. (ISCI K3)
- Theories and research that form the basis of development and academic curricula and instructional strategies for infants and young children. (ECSE 3 K2)
- Developmental and academic content. (ECSE 3 K3)
- Apply current research to the five developmental domains, play and temperament in learning situations. (ECSE 3 S1)
- Plan, implement, and evaluation developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community (ECSE 3 S2).

- Plan and implement developmentally and individually appropriate curriculum. (ECSE 3 S4)

Standard 4: Assessment

- Connection of curriculum to assessment and progress monitoring activities. (ECSE 4 K4)

Standard 5: Instructional Planning and Strategies

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S 12)
- Facilitate child-initiated development and learning. (ECSE 5 S1)

Standard 6: Professional Learning and Ethical Practice

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Models, theories, and philosophies that form the basis for special education practice. (ISCI 6 K1)
- Relationship of special education to the organization and function of educational agencies. (ISCI 6 K3)
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (ISCI 6 K4)
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (ISCI 6 K5)
- Historical points of view and contribution of culturally diverse groups. (ISCI 6 K8)
- Impact of the dominant culture on shaping schools and the individuals who study and work in them. (ISCI 6 K9)
- Historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs. (ECSE 6 K1)
- Trends and issues in early childhood education, early childhood special education, and early intervention. (ECSE 6 K2)
- Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families. (ECSE 6 K3)
- Advocacy for professional status and working conditions for those who serve infants and young children, and their families. (ECSE 6 K4)
- Act ethically in advocating for appropriate services. (ISCI 6 S3)
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. (ISCI 6 S5)
- Use verbal, nonverbal, and written language effectively. (ISCI 6 S8)
- Access information on exceptionalities. (ISCI 6 S10)
- Articulate personal philosophy of special education. (ISCI 6 S14)
- Participate in activities of professional organizations relevant to early childhood special education and early intervention. (ECSE 6 S4)

- Advocate on behalf of infants and young children and their families. (ECSE 6 S6)

CEC Standards

- **1.E:** Implements best practice instruction across academic and non-academic areas to improve student outcomes. (P)
- **2.A:** Understands how the learning patterns of students with disabilities may differ from the norm (K)
- **2.B:** Use research-supported instructional strategies and practices (e.g. functional embedded skills approach, community based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities. (K)
- **3.C:** Know how to access information regarding specific student needs and disability-related issues (K)
- **3.I:** Locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities (P)
- **4.B:** Understands the developmental nature of social skills (K)
- **4.D:** Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions. (K)
- **6.A:** Understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments (K)
- **7.A:** Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K)
- **7.B:** Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K)
- **7.D:** Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D)
- **9.A:** Practices within the CEC code of ethics and other standards and policies of the profession (P)
- **9.G:** Knows how to train or access training for paraprofessionals (K)

Early Childhood Special Education

Required Texts

Roopnarine, J. L. & Johnson, J. E. (2013). *Approaches to Early Childhood Education* (6th ed.). Upper Saddle River, New Jersey: Pearson.

Trawick-Smith, J. (2014). *Early Childhood Development: A Multicultural Perspective* (6th

ed.). Boston: Pearson.

Helpful Websites

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

National Association for the Education of Young Children: http://www.naeyc.org/

The Division of Early Childhood: http://www.dec-sped.org/

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Final grades for the course will be determined based on the total number of points earned. Grades with associated point totals are:

A+	=	294 - 300
A	=	279 - 293
A-	=	270 - 278
B+	=	264 - 269
B	=	249 - 263
B-	=	240 - 248
C+	=	234 - 239
C	=	219 - 233
C-	=	210 - 218
D+	=	204 - 209
D	=	189 - 203

D-	=	180 - 188
F	=	< 180

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: "Dear Dr. Hampshire or Professor Hampshire". First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: "Dear Mr. or Ms._____". Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit

the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Discussion Board: Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

Activities: To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

Final Paper: Directions for the final paper and presentation will be provided in week 9.

Assignment	Points	Due Date
Discussion Board Posting and Participation	5 points each (x14)= 70 points	Refer to class schedule for due dates
Final Project: Program Design	95 points: **Power point for class presentation (30 pts) **Paper: 65 points	Due week 15
Online Activities	20 points each (x6)= 120 points	Refer to the class schedule for due dates
Professionalism and class participation	1 points each week = 15 points	NA
Total points for class:	300	

***** MINIMUM Technology Requirements*****

Software/Hardware	Description
Operating System	Windows XP (Home/Professional), Macintosh OS X
Processor	1.2 GHz or higher preferred
Memory	256 MB of RAM or higher
Multimedia Ready	Required
USB Port	Required
Monitor	15'' monitor with 800 x 600 resolution capability or larger
Plug-ins	Adobe Acrobat Reader – http://iuware.iu.edu Adobe Flash 9 - http://www.adobe.com/ Windows Media Player 10 or higher- http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx Real Player - http://www.real.com
Browser	Internet Explorer 6.0 or higher OR Firefox 2.0 or higher
Software	Microsoft Office 2003/2007
Internet Connection Speed	Broadband or DSL access is required. An example of possible plans can be found at http://www.att.com/gen/general?pid=10891.This is not an endorsement of AT&T.

COURSE SYLLABUS
ED ECS 513- Spring 2012
Family Systems & Collaboration

Location: Online
Office: Education 203
Instructor: Keith W. Allred
Office Hours: By Appointment
Phone: 426-1548 **Email:** keithallred1@boisestate.edu

Texts: Sileo, N.M. and Prater, M.A. (2012). Working with families of children with special needs. Upper Saddle River, NJ. Pearson.

Harry, B. (2010). Melanie-Bird with a broken wing-A mother's story. Baltimore, MD. Paul H. Brookes Pub.

**There will also be a number of articles to read. The article will either be handed out or accessed via Blackboard.

Course Description:
ED ECS 513
Early intervention models, service delivery, family systems, and collaboration with parents & educators.

Conceptual Framework
Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability.

The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Attendance/Participation
Attendance, including punctuality, along with cooperative, respectful interaction and discussion are considered in the final grade. Each student will carry out a self-evaluation regarding how well s/he assumed responsibility for learning in the course. Students are responsible for getting copies of notes and handouts of any class they miss.

Academic Dishonesty
Student Conduct Program: An excellent guide for students to learn how to avoid being charged with an academic dishonesty violation. Issues such as plagiarism, cheating, and fabrication are discussed as well as the implications students may face if they are found responsible for academic dishonesty.
http://www2.boisestate.edu/studentconduct/studentinformation.html

Performance Standards

NAEYC Standards

- Knowing about and understanding diverse family and community characteristics (2a)
- Supporting and engaging families and communities through respectful, reciprocal relationships (2b)
- Involving families and communities in young children's development and learning (2c)
- Understanding positive relationships and supportive interactions as the foundation of their work with young children (4a)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for young children and the early childhood profession (6e)

Idaho State Teaching Standards

- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Standard 2: Learning Differences)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)
- The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Standard 9: Professional Learning and Ethical Practice)
- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Standard 10: Leadership and Collaboration)

DEC Standards

Standard 1: Learner Development and Individual Learning Differences

- Family systems and the role of families in supporting development. (ISCI 1 K4)
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. (ISCI 1 K5)
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling. (ISCI 1 K6)
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family. (ISCI 1 K7)
- Similarities and differences of individuals with and without exceptionalities. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual's life. (ISCI 1 K10)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)

- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (ISCI 1 K14)
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (ISCI 1 K15)
- Impact of medical conditions on family concerns, resources, and priorities. (ECSE 1 K5)
- Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. (ECSE 1 S1)
- Support and facilitate family and child interactions as primary contexts for development and learning. (ECSE 1 S3)

Standard 2: Learning Environments

- Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities. (ISCI 2 K4)
- Strategies for crisis prevention and intervention. (ISCI 2 K6)
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (ISCI 2 K7)
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage. (ISCI 2 K8)
- Ways cultures are negatively stereotyped. (ISCI 2 K9)
- Strategies used by diverse populations to cope with a legacy of former and continuing racism. (ISCI 2 K10)
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (ISCI 2 S1)
- Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person. (ISCI 2 S14)

Standard 4: Assessment

- Role of the family in the assessment process. (ECSE 4 K1)
- Assist families in identifying their concerns, resources, and priorities. (ECSE 4 S1)

Standard 5: Instructional Planning and Strategies

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S12)
- Use strategies to teach social skills and conflict resolution. (ECSE 5 S5)

Standard 6: Professional Learning and Ethical Practice

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Family systems and the role of families in the educational process. (ISCI 6 K7)
- Potential impact of differences in values, languages, and customs that can exist between the home and school. (ISCI 6 K10)
- Personal cultural biases and differences that affect one's teaching. (ISCI 6 K11)
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals. (ISCI 6 S6)
- Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. (ISCI 6 S12)
- Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures. (ECSE 6 S1)
- Integrate family systems theories and principles into professional practice. (ECSE 6 S2)
- Respect family choices and goals. (ECSE 6 S3)

- Implement family services consistent with due process safeguards. (ECSE 6 S7)

Standard 7: Collaboration

- Models and strategies of consultation and collaboration. (ISCI 7 K1)
- Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program. (ISCI 7 K2)
- Concerns of families of individuals with exceptionalities and strategies to help address these concerns. (ISCI 7 K3)
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members. (ISCI 7 K4)
- Structures supporting interagency collaboration, including interagency agreements, referral, and consultation. (ECSE 7 K1)
- Foster respectful and beneficial relationships between families and professionals. (ISCI 7 S3)
- Assist individuals with exceptionalities and their families in becoming active participants in the educational team. (ISCI 7 S4)
- Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings. (ISCI 7 S6)
- Use group problem-solving skills to develop, implement, and evaluate collaborative activities. (ISCI 7 S7)
- Apply models of team process in early childhood. (ECSE 7 S1)
- Collaborate with caregivers, professionals, and agencies to support children's development and learning. (ECSE 7 S2)
- Participate as a team member to identify and enhance team roles, communication, and problem-solving. (ESCE 7 S7)

CEC Standards

- **2.D:** Appreciate the strength and skills of each student and the student's relationships within the family, school, and community (D)
- **2.E:** Appreciates the individual development of students with various disabilities and the effect these disabilities have on their lives (D)
- **2.F:** Understand the contributions and life styles of the various racial, cultural and economic groups in our society
- **5.D:** Understands the theories and application of conflict resolution and crisis prevention/intervention (K)
- **8.K:** Collaborates with families and professionals involved in the assessment of students with disabilities (P)
- **10.B:** Understand variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school (K)
- **10.E:** Aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner (K)
- **10.F:** Familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns (K).
- **10.H:** Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support (K).
- **10.I:** Recognizes the importance of the relationship between school and family (D).
- **10.J:** Appreciates the dignity and privacy of students and families (D)

- **10.K:** Respects the unique contribution of family knowledge regarding the child's abilities and needs (D)
- **10.L:** Commits to the role of problem solver as part of the building team (D).
- **10.M:** Facilitates communication between the educational team, students, their families, and other caregivers (P).
- **10.0:** Collaborates with team members to develop effective student schedules (P)
- **10.P:** Communicates the benefits, strengths, and constraints of special education services (P)
- **10.R:** Encourages and assists families to become active participants in the educational team (P)
- **10.S:** Collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments (P)
- **10.T:** Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities (P)

Policy Information

Office of Disabilities
If you have a disability that requires accommodations, contact the Office of Disabilities.
http://www2.boisestate.edu/disabilityservices/index.html

Projects and Assignments

Multi-media Presentation (100 points)
Pairs of students will make a formal presentation near the end of the semester that is based upon an approved book, or other material(s), that focuses on some aspect of effective communication and/or collaboration. Your presentation must address the following issues:

- The history or origin of the approach/method.
- The philosophy of the approach/method
- The theoretical basis of the approach/method
- Primary goal(s) and/or objectives of the approach/method
- Thorough overview of strategies and/or techniques used in the approach/method
- Relevance to family-centered care & practices
- Effectiveness and/or limitations in meeting the needs of diverse families & young children
- Reflections on the approach/method. How does (or doesn't) this approach/method align with what you have learned in this course and your understanding of family-centered care?
- Effectiveness of collaboration [self-evaluation and instructor evaluation]

Each pair will do a 30-40 minute multi-media (Power point) presentation on the book/material you selected. A scoring rubric for the presentation will be provided. Please provide handouts for each member of the class (and instructor) and be prepared to answer questions at the end of your presentation. You are also expected to make your multi-media presentation available to class members.

Family Resource Kit (120 points)

You will develop an electronic portfolio that focuses on various aspects of effective collaboration with diverse families of young children with disabilities. At a minimum, your portfolio (resource kit) will contain three sections. The sections must address:

Section I Foundational Knowledge of Diverse Families
- Facts & figures about the diversity of families in Idaho, and the nation
- Facts & figures about the number of diverse infants/toddlers in ID
- Facts & figures about number of infants & toddlers receiving EI services in ID
- Facts & figures about numbers of preschoolers on IEP's in ID

Section II Effective Collaboration Skills & materials
- Self-selected info from the Sileo text
- Info from other relevant courses and/or trainings re collaboration with families
- Info from multi-media presentations made in class

Section III External resources
- Internet sites of national organizations and/or agencies focusing on families
  - Synopsis of group purpose(s), types of resources & services provided
  - Brief description of material(s) available
- Internet sites of state (ID) and/or regional orgs & agencies focusing on families
  - Synopsis of group purpose(s), types of resources & services provided
  - Brief description of material(s) available

A matrix of the Resource Kit evaluation will be provided. You will provide a paper copy of the kit to the instructor near the end of the semester. A brief reflection paper regarding what you learned regarding types of services & supports for families, and how to make use of such services & supports, will be submitted with your paper copy of the kit. While each kit will be evaluated individually, informal collaboration is encouraged. Grades will not be determined by the weight of the kit/paper submitted !!

Genogram (35 points)

Each student will complete a 3-generation diagram of their family. So, your grandparent's families, your parent's families, and your current family status will be portrayed via the genogram. Handouts with specific information on how to make a genogram will be provided. You will also write a reflection paper addressing the following points: 1) Identify 1-3 crucial events in each of your parent's lives while they were growing up; 2) briefly describe what type of influence(s) your grandparents had on your mother and on your father; 3) briefly describe the influence(s) your grandparents (both sides) have had on your life; and 4) what you have learned about the subtle, or not often talked about, influences in the development of our identity while we are growing up.

Reflection Papers-3 (15 pts each) 45 points

Each student will write a 2-3 page reflection paper on three topics. The first topic is assigned; the other two topics can be chosen from the list below and/or negotiated.

- Discuss what you have to do in order to move from a "secondary" knower to being a "primary" knower, in the context of this course. [Assigned topic]
- Describe what you have discovered about the challenges of becoming "culturally competent" when it comes to working with diverse families, and how you will continue to develop professionally.

- Discuss the need, or lack thereof, the EC professionals to be guided in their work by Family Systems Theory.

- While there is universal agreement that EI and ECSE professionals and parents should collaborate, it is easier said than done. Discuss 2 factors that could undermine your professional collaboration with parents and what you are doing to overcome or minimize those factors.

If you prefer to address a different topic(s) in your last two reflection paper(s), you may meet with me and propose one or more topics/issues that are class related that you will address.

Self-Evaluation (55 points)
The purpose of the self-evaluation is for each student to deliberately and consistently reflect on how much responsibility s/he is assuming for learning. A rubric to use in self-evaluation will be provided.

Grading Procedures
A total of 320 points can be earned. Points are converted to a letter grade in accordance with Boise State University's grading policy. A student can not receive an A in the course unless every assignment is completed.

355-342 = A+	341-331 = A	330-316 = A-
315-306 = B+	305-295 = B	294-281 = B-

Boise State University
ED-SPED 533 Course Syllabus

Course: Teaching Mathematics to Students with Disabilities
Course Number: ED-SPED 533 Section: 001 Schedule: Online
Instructor: Michael Humphrey, Ed. D. **Office: E204**
E-mail: michaelhumphrey@boisestate.edu **Phone: (208) 426-2801**
Office Hours: Monday 1:30-4:00 pm
Wednesday 1:30-4:00 pm

Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description:
The purpose of this course is to learn about research-based, explicit instruction in mathematics for students with disabilities. Response to Intervention (RTI) and integrated formative assessment and interventions in mathematics are reviewed & practiced.

Texts:
Ma, Liping. (2009). *Knowing & teaching elementary mathematics: Teacher's understanding of fundamental mathematics in China and the United States.* New York: Routledge. ISBN: 9780415873840.

Sherman, H. J., Richardson, L. I., Yard, G. J., & Sherman, H. J. (2009). *Teaching learners who struggle with mathematics: Systematic intervention and remediation.* Upper Saddle River, NJ: Pearson/Merrill. ISBN: 9780136135777.

Idaho State Department of Education. (2007). *Idaho special education manual 2007*. Retrieved January 22, 2008 from, http://www.sde.idaho.gov/site/special_edu/manual_page.htm "The *Idaho Special Education Manual, 2007*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act (IDEA 04) and meet the guidelines contained within the law."

Accreditation & State Standards	Assessment
Standard #4: Content Knowledge. The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content.	Content-Based Assessments
Standard #5: Application of Content. The teacher understands how to	Service-Learning

connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Reflections
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision-making	Mathematics Assessment Plan/Error Pattern Analysis
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners in the community context.	Lesson Plans
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Mathematics Assessment Plan/Error Pattern Analysis

Excerpt from the Boise State University Policy Manual. Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all candidates. Therefore, all work submitted by a candidate must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), http://www.boisestate.edu/osrr/.

Accommodations. Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability. For more information on BSU Disability Resource Center (DRC) see the web site at http://drc.boisestate.edu/

Grading Procedures.

A+	= 97.5%	B	=82.5%	C-	=70.0%
A	=92.5%	B-	=80.0%	D+	=67.5%
A-	=90.0%	C+	=77.5%	D	=62.5%
B+	=87.5%	C	=72.5%	D-	=60.0%

Blackboard Academic Suite:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Online Privacy:
Please read the Boise State University's policy on online privacy, http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm.

Technical Requirements:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Blackboard Assistance:
email: blackboard@boisestate.edu
phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)
location: Education Building - Room 420

Course: Special Education Policies and Procedures
Course Number: ED-SPED 540 Section: 001
Instructor: Jenny Allison, PhD
Office Hours: n/a
e-mail: jenniferallison®boisestate .edu
Phone: Phone conferences available if needed

Conceptual Framework:
The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can Learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
The purpose of this course is to expand students' knowledge of a wide range of legal issues concerning the provision of special education services to students with disabilities. Examination of special education Legislative history including relevant case law wilt provide the framework for understanding current special education policies and procedures according to the Idaho State Department of Education. Learning outcomes include increasing knowledge of the laws affecting special education in the U.S. and developing legally correct and educationally useful Individualized Education Programs (IEPs) for students with disabilities.

Required texts:

Latham, P. 5., Latham, P. H., a MandLawitz, M. R. (2008). Special Education Law. Boston: Pearson.

Idaho State Department of Education. (2007). Idaho Special Education Manual 2007. Additional materials provided on the course website.

Standards
Standards/Indicators Addressed Assessment
Standard 7: Instructional Planning Skills TEP Case
P1. The teacher develops comprehensive, outcome-oriented Individual Education Study Plans (IEP) in collaboration with IEP team members. (SPED) Mock IEP
-3
Standard 8: Assessment of Student Learning
Ki. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities. (SPED)

K4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery. (SPED) Case Law
K5. The teacher knows the ethical issues and identification procedures for students Briefs with disabilities, including students from culturally and linguistically diverse IEP Case backgrounds. (SPED) Study,
K6. The teacher knows the appropriate accommodations and adaptations for state Quizzes, and and district assessments. (SPED) Final Exam
Dl .The teacher recognizes the rights of students and parents/guardians in the assessment process. (SPED)
D3. The teacher appreciates the legal provisions and guidelines involved in student assessment. (SPED)

Standard 9: Professional Commitment and Responsibility

P2. The teacher adheres to local, state, and federal laws. (CORE)

Standard 10: Partnerships

K5. The teacher understands laws related to students' rights and teachers' Case Law responsibilities. (CORE) Briefs
Ki. The teacher understands current federal and state laws pertaining to students IEP Case with disabilities, including due process rights related to assessment, eligibility, and Study, placement. (SPED) Quizzes, and
K3. The teacher knows the rights and responsibilities of parents/guardians, Final Exam students, teachers, professionals, and schools as they relate to students with disabilities. (SPED)
K6. The teacher knows the roles, of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program. (SPED)

Assignments

Case Law Briefs: You will select two cases from the Wrightslaw CaseLaw Library (see external Links). You may not choose the following cases, as we will cover these in class:

Board of Education of Henry Hudson Central School District v. Rowley
Timothy W. v. Rochester, New Hampshire School District
Shapiro v. Paradise Valley Unified School District No. 69
Grim v. Rhinebeck Central School District
Cedar Rapids Community School District v. Garret F.
GreenLand SchooL Dist v. Amy N. ex. Ret. Katie C.
N.L. by Ms. C. v. Knox County Schools
White v. Ascension Parish School Board
S.H. v. State-Operated School District of the City of Newark
Honig v. Doe
C.N. v. WiU.mar Public School
Couture v. Board of Ed. of Albuquerque

Rodriguez v. San Mateo Union High School Dist.
O.H. v. Volusia County School Board

Each Case Law Brief is worth 10 points for a total of 20 points.

Discussion Boards You will post to the Discussion Board as assigned. There are 7 Discussion Boards worth 10 points each for a total of 70 points.

Quizzes There will be three quizzes, each covering the material since the previous quiz. Quizzes will be true/false, multiple choice, or short answer. Each quiz is worth 10 points, for a total of 30 points.

Final exam There will be a comprehensive final exam on the last day of class. Questions wilt be drawn from readings and lectures. The exam will be open book and notes. The final exam is worth 50 points.

IEP Case Study You will read a case study and complete all relevant pages of an Idaho IEP. You will follow the procedures for writing measurable goals described in Lignugaris/Kraft, Marchand-Martetla, and MartelLa, 2001. You will be given feedback on each page (see schedule for due dates) so you can make adjustments for the final draft. IEP case study. The final draft is worth 100 points.

Grading
The final grade for this course will be based on the percentage of total points. The total number of points is 270.
100-97% A+
96-94% A
93-90% A
89-87% B+
86-84% B
83-80% B
79-77%
76-74% C
73-70% C-
69-67% D÷
66-64%- D
63-60% D
<60% F

Accommodations To request accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition wilt be regarded as confidential.

Academic Dishonesty
The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows: “Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of alt students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s).”
Violation of this policy will result in failing the assignment in this course.

Important disclaimer
Adjustments in the syllabus are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings and assignments. If changes are necessary, I wilt provide reasonable advance notice and the rationale for changes.

Boise State University
College of Education
Fall 2013

Course Name: Secondary Transition Planning	**Instructor:** Michael Humphrey
Course #: EDSPED 541	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** michaelhumphrey@boisestate.edu

The Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
This course is designed to provide students with knowledge, strategies and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills about the context within which adolescence occurs, transition assessment/planning strategies, transition-related content/instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process.

Idaho State Teaching Standards:

- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.*
- *Standard #10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being*

Course Objectives:
Course content, activities and assignments have been designed so that students will leave the course able to demonstrate:

1. Knowledge of the field of transition from a historical and theoretical perspective including transition delivery systems and models which have been implemented due to federal and state

initiatives.

2. Knowledge of adolescent development of all youth including youth with disabilities within the contexts of families, peer groups, schools, communities and broader society.

3. Understanding of the post-high school outcomes of adolescents with disabilities including how outcomes vary by disability status.

4. Knowledge of the transition-related knowledge and skills necessary for achieving successful postschool outcomes for adolescence with disabilities.

5. Understanding of and skills for administering and interpreting transition-related assessment tools.

6. Ability to use results of transition-related assessments for developing student goals and designing instruction.

7. Understanding of and skills for developing transition plans for students with disabilities

8. Ability to design and implement transition-related instruction to students with disabilities.

9. Understanding of how national, state, and community-based agencies and organizations can support the transition-related needs of students with disabilities.

10. Ability to develop transition-related materials to support collaboration among teachers, families and communities.

Required Texts
A set of required readings and teacher resources are assigned for each week. Readings are to be completed on or before the scheduled date. Students should be prepared to discuss the readings and resources in class. The weekly readings are outlined in the course schedule below and are available electronically through the course site. The readings and resources are organized by week and in the order in which they should be read.

Course Assignments:
Please note that all student-related materials must be written and presented in a confidential manner—making sure to protect the identity and privacy of the individual.

Adolescent Interview (20 points)
You will conduct an interview with one adolescent about different aspects of his or her development and experiences structured by a topic(s) from the first part of the course. We will work on topic choice and potential questions during class time. After completing the interview you will review and interpret the answers provided and relate them to concepts, theories, and research covered in the readings and course lectures on transition and adolescent development. Based on the interview and your interpretation, you will develop three recommendations you would give to adolescents, parents, teachers, and/or agency personnel given what you learned

from your interview. You may pick one audience or include recommendations that cover multiple audiences. You will provide a brief presentation about what you learned and your recommendations.

Your assignment must contain the following (5-7 pages)
1. A description of the person that you interviewed (e.g., basic demographic information).
2. Analysis of the interview that includes the following:
    a. A description/definition of the concept, issue that is illustrated by the interviewee's responses
    b. How your interviewee's responses relate to this concept.
    c. Consistencies and discrepancies between the interviewee's experiences and what research/theory states.
    d. A reflection on what you learned from the assignment (e.g., What surprised you? What did you learn that you didn't know?)
3. Your recommendations to your audience.

Transition Assessment Case Study (20 points)
You will choose a transition-related assessment that you will administer to a student with a disability or at risk for failure (ages 13-20). You will interpret the results of the assessment and develop appropriate postsecondary/instructional goals and accompanying objectives based on the results of the assessment. You will provide a short presentation of your case and reflection.

Your assignment must contain the following:
1. A review of the types, purpose(s), and uses of transition assessment, including issues that one should consider in selection, use, and interpretation. The review should include references to course readings/class content.
2. A description of the assessment you chose and a rationale for your choice.
3. A brief description of the student you are planning to assess (provide information relevant to the assessment).
4. A summary of the assessment results, a description of your interpretation, and the goals and objectives that were created based on the results.
5. A description of how the assessment results informed your development of goals and objectives.
6. A reflection on how the assessment, interpretation, and development of goals and objectives went (e.g., What do you need to learn more about? What might you do differently in the future? What new insights did you learn from the experience?).

Individual Transition Plan (20 points)
You will choose one student with disabilities (ages 13-20) and design or improve on his/her postsecondary transition plan. This can be a student with disabilities on whom you completed your transition assessment or a new student. The plan should include (a) measurable postsecondary goals, (b) documentation of student interests, preferences, and skills/needs, (c) one or more annuals goals or short-term objectives that support the student to achieve their postsecondary goals, (d) one or more transition services to support the student's postsecondary goals, and (d) one more course of study. You will provide a short

presentation on your student's plan and reflection.

Your assignment must contain the following:
1. A review of the purpose(s) of the IEP for transition-age youth and a description of the required components. In the review you will include best practices related to the development and implementation of the plan. The review should include references to course readings/class content.
2. A brief description of the student (e.g., the nature of the disability, educational placement, age, etc.)
3. The completed required IEP transition components for the student outlined in the assignment description.
4. A reflection on how the development of the plan went (e.g., What was difficult for you? What do you want to learn more about? What insights did you learn from doing the plan?)

Transition-related Lesson (20 points)
You will identify a transition-related skill, disposition, and/or knowledge area that you want to teach a group of students or an individual student. You will: (a) develop a lesson plan to teach your chosen skill, disposition and/or knowledge area, (b) identify or develop curricula to teach the skill, disposition, and/or knowledge area, (c) identify or develop an assessment to evaluate student understanding of the concepts being taught, (d) implement instruction of the lesson, and (e) evaluate the effects on student(s) using your assessment to evaluate student understanding. You will provide a brief presentation of your lesson and reflection.

Your assignment must include the following:
1. A review of the types, purposes, and uses of instructional strategies, curricula, and/or programs to promote the successful transition of students with disabilities from school to adult roles (e.g., employment). Include issues related to evidence-based practices, alignment with secondary education reform, and other issues related to incorporating these into the school/community context. The review should include references to course readings/class content.
2. A description of your rationale for your selected area.
3. Your lesson plan including goals, lesson objectives, standards addressed, lesson activities and your assessment of student understanding.
4. A description of the implementation of the lesson: (a) the student(s), (b) the context within which the lesson was taught, (c) instructional or teaching strategies that you used, and (d) summary of the results of the evaluation of student understanding.
5. A reflection on how the lesson went (e.g., What went well and why? What did not go well and why? What might you do differently in the future? What insights did you learn from the experience? What do you need to learn more about?)

Transition Resource Guide (DUE 5/13-20 points)
You will compile/create transition resources that will help you collaborate with families of youth with disabilities and community agencies and other community entities (e.g., employers) that work with this population. These resources should help you know how you can best collaborate with families and community agencies in your professional role. You may choose to focus your guide on a specific group of youth with disabilities (e.g., those

with Autism, ELL), or the guide can cut across youth with disabilities but must be related to transition-needs and issues. You should consult your readings, class content, websites, national, state, local agencies and other entities to gather and create the information and resources to be included in your guide. Be prepared to present an overview of your resource guide and sample materials the last day of class. Your resource guide should include the following parts:

1. A description of the particular focus of your resource guide, a rationale for the focus, and what you did to gather the information and materials for the guide.
2. Resources about and for families:
• A list of important things to consider when interacting with family members.
• A list and description of strategies for initiating and maintaining relationships with families.
• Resources that will help you to work with families in your role as a teacher or other professional.
• Resources that can be given to families that can support their participation in transition-related instruction, meetings, or activities within schools (e.g., information about participation in IEP meetings).
3. Resources about Communities:
• A list of important things to consider in collaborating with community-based agencies in your professional role.
• Identify and list state or community based agencies that can support the transition-related needs of students with disabilities. Describe the agency and the services/supports that each agency provides.
• Resources that will help you to work with state or community-based agencies in your role as a teacher or other professional.
• Resources that can be given to students or families that provide clear information about how to access and use various community supports/resources/agencies that can support the transition-related needs of students with disabilities.

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%			
A	94-97%	C+	77-79%	
A-	90-93%		C	74-76%
B+	87-89%		C-	70-73%
B	84-86%		D	68-69%
B-	80-83%		F	<67%

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: “Dear Dr. Hampshire or Professor Hampshire”. First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: “Dear Mr. or Ms._____”. Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center’s purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the

process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work.
http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and

distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.

- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

ED-SPED 552: Instructional Strategies for Special Educators, Spring 2014

Created: December 10, 2013

Instructor: Dr. Evelyn Johnson
Office hours: by appointment
Phone: 208-426-2189
Email: evelynjohnson@boisestate.edu
Course Hours: on-line

Course Description and Objectives

This course has two primary objectives:

1) To help students learn about current research on instructional practices for students with disabilities
2) Conducting an action research project related to interventions/strategies.

As a result of completing this course, you will be able to:

- Apply the initial procedures of problem formulation and literature review
- Conduct online library research to find scholarly sources that will provide a context and foundation for the articulation of a research problem
- Know and apply research-based interventions to practice, and monitor student progress using research-based tools
- Identify sources that will provide data for their research
- Develop a plan for data collection
- Analyze data gathered from research, report results in written form, and develop an action plan based on those results

***Required Resources*:**
This course does not use a text. Reading materials are outlined on the course website.

Recommended Texts:
American Psychological Association (2009) *Publication Manual of the American Psychological Association.* 6th ed., Washington, DC: APA.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Outline of Activities

Please see the weekly modules for information about course assignments.

Discussion Board (DB) Postings: With the exception of your introductory post, DB posts consist of two primary types:

Initial post (5pts)-respond to DB topic including at least one reference to course readings. Reference in APA format

Response post (5pts)-substantive response to one or more peer comments that is written in response to someone else's initial post. It is generally a good idea to provide a reference here as well.

Due dates for DB posts are listed on the corresponding course module on Blackboard.

Assignments:
You will complete a sequence of tasks, including problem formulation, data collection, analysis, reporting of findings, and finally, action planning, toward completing your action research project. See course modules for guidelines and scoring rubrics for specific assignments.

Action Research project:
You will investigate (review in literature, implement, collect data, display findings) a research-based intervention in one of three academic areas: reading, writing or math. Researching available options, identifying potential solutions, implementing them and determining their effectiveness through the use of progress monitoring tools will provide new information that supports your contribution toward effective teaching. See "course project" link on blackboard for further detail.

Breakdown of Possible Points:

Discussion Board Posts	30 %
Assignments	35 %
Final Project	35 %

Course Schedule

Schedule: This is just an outline of course topics, please consult the Blackboard Course Site for a full list of weekly assignments.

Week	Topic
1	Introduction: What is evidence-based instruction?
2	Evidence-based, research-based, scientifically based instructional practices
3	Evidence-based Practices in Reading

4	Evidence-based Practices in Reading
5	Evidence-based Practices in Reading
6	Evidence-based Practices in Math
7	Evidence-based Practices in Math
8	Evidence-based Practices in Math
9	Evidence-based Practices in Writing
10	Evidence-based Practices in Writing
11	Evidence-based Practices in Writing
12	Final project

Course Policies

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. ***Late assignments are not accepted***.

Communication: Because this is an online course, checking email and blackboard is extremely important. ***If correspondence from the instructor regarding an individual student's work and/or grades is not followed up with within 3 days, the current state of the assignment or grade will be submitted as final*.**

Academic Integrity Policy. The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows:

"Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)" (Student Policies and Procedures, Article 2, Section 16, April 2001).

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Grading

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+	79 – 77% = C+ < 60% = F
96 – 94% = A	76 – 74% = C
93 – 90% = A-	73 – 70% = C-
89 – 87% = B+	69 – 67% = D+
86 – 84% = B	66 – 64% = D
83 – 80% = B-	63 – 60% = D-

Boise State University
Course Syllabus

Course: Positive Behavior Program
Course Number: ED-SPED 554 online **Section: 4146**
Instructor: Michael Humphrey, Ed. D. **Office: E204**
E-mail: michaelhumphrey@boisestate.edu **Phone: (208) 426-2801**
Office Hours: Tuesday 2:40-4:40 p.m. (online-chat room)
Thursday 3:00-6:00 p.m.
Or by appointment (via telephone or online)

Required Texts

Idaho State Department of Education. (2013). Idaho *Special Education Manual 2013*. Available on Course Blackboard website. Retrieved from, http://www.sde.state.id.us/SpecialEducation/manual.asp
"The *Idaho Special Education Manual, 2013,* is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act and meet the guidelines contained within the law."

Additional reading materials will be made available through the course blackboard web site.

Recommended Reference

APA. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington D.C.: American Psychological Association.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description:

This course gives an in-depth indication of functional behavioral assessment and positive behavior intervention strategies, with special attention to behavioral issues with students who have emotional/behavioral disabilities (EBD) and behavior exceptionalities. This course is designed to present an insightful examination of the issues that are apparent when providing special education services to students with behavioral issues. Specifically, this course will focus on several main areas:

- Relevant litigation
- Characteristics of students with emotional disturbance and behavioral exceptionalities
- Positive behavior and intervention support systems (PBIS)
- Data collection, evaluation and instructional techniques for students with EBD
- Accommodations and modifications
- Teaching and management strategies/techniques
- Research in the field of special education and students with EBD.

Commitment to Diversity. ED-SPED 554 strives to fulfill Boise State University's Diversity Requirement. As such, it seeks to help students gain:

1. Knowledge about individuals with emotional/behavioral disabilities,
2. Self-awareness of their own perspectives on emotional/behavioral disability,
3. Skills in working more effectively with individuals who have emotional/behavioral disabilities,
4. Greater understanding of both the historical as well as contemporary functions of special education programs in the schools, and
5. A more complete understanding of the historical roles of individuals with emotional/behavioral disabilities in society.

Commitment to Technology. ED-SPED 554 also strives to fulfill Boise State University's commitment to technology. As such, it seeks to help students gain:

1. Knowledge about technology and its applications for students with disabilities,
2. Knowledge about technology and its application in the field of education
3. Greater understanding of advancements in technology and possible applications,
4. Skills in working with technology.

Standards/Indicators Addressed	**Assessment**
Standard 8: Social Development Accomplished teachers of students with exceptional needs cultivate a sense of efficacy and independence in their students as they develop students' character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.	Discussion Board, FBA/BIP, Lesson Plans
Standard 9: Assessment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about students learning and development and to help students reflect on their own progress.	Discussion Board, FBA/BIP
Standard 10: Learning Environment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.	Discussion Board, Research, Lesson Plans
Standard 12: Family Partnerships Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.	Discussion Board, Research, Lesson Plans
Standard 13: Reflective Practice Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.	Discussion Board, Research, FBA.BIP

Grading Scale:

A+ = 97.5%
A =92.5%
A- =90.0%
B+ =87.5%
B =82.5%
B- =80.0%
C+ =77.5%
C =72.5%
C- =70.0%
D+ =67.5%
D =62.5%
D- =60.0%

Rubrics and work examples will be provided for each assignment.

All assignments must be handed in electronically:
Please do this through the course site in the assignments area located on the left-hand side of the screen, http://blackboard.boisestate.edu/.

Late Assignments:
Late/lost assignments/assessments will be penalized -5% per day being late. This is a stiff penalty I understand, but it is necessary in order for me to provide you with quality feedback given our time schedule.

Accommodations:
To request academic accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential, http://drc.boisestate.edu/faculty/index.cfm?subsection_id=48.

Excerpt from the Boise State University Policy Manual:
Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), http://www.boisestate.edu/osrr/.

Blackboard Academic Suite:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Online Privacy:
Please read the Boise State University's policy on online privacy, http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm.

Technical Requirements:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Blackboard Assistance:
email: blackboard@boisestate.edu
phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)
location: Education Building - Room 420

I reserve the right to modify the syllabus and schedule at any time. Revisions to the course syllabus/schedule will be documented in an announcement on the Blackboard course site

Boise State University
College of Education
Fall 2013

Course Name: Foundations of Practice in ECSE	**Instructor:** Patricia Hampshire, PhD
Course #: ED-ECS 510	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** PatriciaHampshire@boisestate.edu

The Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
This course explores what constitutes evidenced-based practices in special education and targets the use of causal designs. We consider how programmatic lines of research develop and discuss what it means for an intervention to have the potential to significantly impact practice. We value theoretically based research as the gold standard for increasing the knowledge base in special education and education as a whole. We examine the unique contributions from meta-analyses, research syntheses, and literature reviews to deepen ones' understanding of a given topic. Throughout the course we critically read specific and exemplary interventions in special education that were designed for children, youth and adults with severe disabilities, individuals with special needs identified in early childhood, students whose needs include transition, as well as students with high incidence disabilities and students at-risk for negative school outcomes in order to illustrate important constructs that enhance the quality of intervention research. Students who successfully complete this course apply concepts involved in understanding evidence-based practices in special education in a field-based project that is personalized for the applicant's primary field within special education.

Idaho State Teaching Standards:

- *Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*
- *Standard #3, Modifying Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates*

instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

- *Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students*
- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.*
- *Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Readings:
Boudah, D. (2011). *Conducting educational research: Guide to completing a major project*. Thousand Oaks, CA: Sage Publications, Inc. **Required**

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.*). Washington, D.C.: Author. **Required**

Competencies:

By the end of the semester, each student will demonstrate:
l. Knowledge of the role of theory in special education research.

2. Knowledge of multiple quantitative methodologies, which might be used to expand the knowledge base in special education.

3. Knowledge of constructs that are critical to the development of credible intervention research including, but not limited to the following: robustness of independent variable, Hawthorne effects, treatment validity, inter-rater reliability, appropriateness of measurement strategy and design, non-equivalent dependent variables, etc.

4. The ability to describe and critique empirical research with respect to type of research, hypotheses, sampling, design, procedures, and statistical analysis.

5. An understanding of how research in special education can inform educational practices.

6. Awareness of how to develop and test modifications of evidence-based interventions based on presenting characteristics of particular populations

The course focuses on helping you understand how researchers develop and evaluate interventions and standards for deciding which forms of instruction should be considered best practice – and for whom, under which circumstances, and so on. It also is intended to teach you to decide when to invest your own time and energy into learning something new in a clinical or educational setting, as you hear claims about "innovative" methods or the latest approach.
Learning how to evaluate educational research requires a great deal of specialized knowledge – so much so, that there are generally several types of research methods courses available to graduate students.

Good research depends on more than the way participants are compared. It is important to understand other factors involved in intervention research, such as the way independent variables are conceptualized, the way dependent variables are measured, learning whether the intervention was delivered as planned, whether the intervention provided reliable, meaningful, and had lasting change and to whom.

As an educated consumer of research, you will want to be able to apply these skills in your professional life. You will want to do more than complete a series of exercised in a class for academic credit. You will want to decide for yourself, based on a careful read of selected published research accounts, whether to pursue what others recommend. You will be able to evaluate the research yourself, and then try out what seems reasonable to pursue.

Your final recommendations are likely to be informed by both theory and practice – which also means that you will have bridged this famous divide yourself.

Course Activities to Obtain Goals:
• *_Reading common articles*: We will use a small set of articles that have been chosen to illustrate important intervention research designs. You will be given questions to think about to guide your reading before class and are asked to come prepared to discuss the reading with peers.

• *_Learning from mini-lectures*: You are not expected to have an advanced understanding of statistics before taking this course. I will explain concepts such as effect sizes, percentage of non-overlapping data, significance levels, and other concepts *as they arise in articles we read* so that the content of the readings becomes more meaningful and to help you learn how to critique research. My hope is that you ask questions, as we explore these concepts, because you will need this knowledge to be successful on the midterm.

• *_Applying ideas from theory to practice*: You will each choose one intervention topic to explore for the semester. Some students choose a topic that has been the focus of a prior paper. The most important criteria for choosing the topic is that you believe it has potential to be valued as an evidence-based practice, and that you have not used this particular intervention before. This application should be an opportunity for personal growth – and you will have a chance to discuss many of your thoughts about how to develop your own modification for the intervention in class. Information for writing the

results of this project are provided later in the syllabus and we will have ample time for questions.

• _*Critical abstracts*: You will complete two mini-writing assignments that have been created to help ensure you are comfortable with the formal requirements of critiquing published research. We will do this together in class before you attempt it on your own. Moreover, you will receive feedback the first time you try this task without penalty. In other words, I want you to learn how accomplish this rather than having you meet a standard set of expectations the first time you try this task. You are asked to learn from your mistakes, however, as well as class discussion.

Course Requirements:
1. Quality of class participation is essential (20%). You are to read all assigned material before class and discuss these readings, and ask questions, in class. See online rubric for how this portion of your grade is calculated. You are also expected to complete class work in a small group (2-3 students) to support each other as you work towards completion of the semester paper (see # 4 below). Your class participation grade will impact the grade you earn for this course.

2. Students will write two short papers using specific criteria, in the form of a critical abstract after reading empirical journal articles (10% each, total = 20%). We will draft one critical abstract collaboratively in class before the first assignment is due.

3. Midterm (25%). You will complete a take home exam consisting of a three-page paper on one research article (given 2 to choose from). You will be given one class session to start the exam (and ask questions as needed) and asked to finish it at home. The specific requirements of the exam will be provided at that time and will require application of course content up to that point.

4. Research-to-Practice Application on a selected topic in the field of education. This assignment is intended to teach skills that enable teachers, clinicians, and direct service providers in special education to bridge the "research-to-practice" gap. It is designed to allow the student to directly test knowledge gained from intervention research in a new area of interest. In essence, after reading, summarizing, and critiquing 4-6 primary research studies, each student will implement a modified intervention using children or youth with whom s/he works (See pages 10-11 for grading rubric). A 5-8 page paper will include a reaction to and reflection of the *process* and *intervention outcomes*. The paper is worth 35% of course grade and includes an informal presentation to peers on the last day of the semester.

Helpful Websites

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%				
A	94-97%	C+	77-79%		
A-	90-93%		C	74-76%	
B+	87-89%		C-	70-73%	
B	84-86%		D	68-69%	
B-	80-83%		F	<67%	

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: “Dear Dr. Hampshire or Professor Hampshire”. First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: “Dear Mr. or Ms._____”. Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines,

drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Discussion Board: Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

Activities: To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

Final Paper: Directions for the final paper and presentation will be provided in week 9.

ED-SPED 557: Universal Design & Assistive Technology

Instructor: Lisa Beymer
Email: lisabeymer@boisestate.edu
Office Phone: (208) 426 ï 5424
Campus Office: Education Building #209
Office Hours: Tuesday, Wednesday, Friday 9am ï 1pm; Monday, Thursday 3pm ï 5pm
Available for phone call, video call, or additional office hours by request.
Course Hours: Online

Course Description and Objectives

Description: Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities.

As a result of completing this course, you will be able to:

- Understand the initial features of Universal Design for Learning (UDL), as well as evidence-based support for UDL in instruction
- Gain knowledge and skills necessary to apply principles of UDL for supporting students with learning disabilities
- Explore ways to make existing technology approaches accessible for students with learning disabilities
- Research current issues and opinions of online learning within education in regards to students with learning disabilities
- Gain knowledge and skills necessary to identify appropriate assistive technology tools to aid in academic instruction and independent living skills
- Create online materials and activities for students with learning disabilities, using assistive technology tools
- Collect, evaluate, and synthesize information for specific areas of assistive technology available for use for students with disabilities

Required Text:
Bryan & Bryant (2012). *Assistive Technology for People with Disabilities, Second Edition.* New Jersey: Pearson Education, Inc.

Additional reading materials are outlined on the course Blackboard website.

Recommended Text:
American Psychological Association (2009) *Publication Manual of the American Psychological Association.* 6th ed., Washington, DC: APA.

Course – Department Standards Alignment

Key Element **Standard**	***Where Addressed***
Content Knowledge & Professional Foundations **Curricular Content Knowledge** 2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities. 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	1.3. Discussion Board 1.4. Annotated Bib 2.3. Curriculum Barriers 2.4. UDL Lesson Plan 3.5. Accessible Document 4.3. Online Module 5.6. QIAT Matrix 8.2. Annotated Bib 8.3. Review of Research SL Project
Instructional Pedagogy **Programs, Services, and Outcomes** 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.	2.3. Curriculum Barriers 2.4. UDL Lesson Plan 3.3. Evaluating a Website 3.6. Mac Accessibility 4.3. Online Module 5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 6.6. AT Vendors 7.4. Virtual Tour SL Project
Instructional Pedagogy **Research and Inquiry** 4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice. 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.	1.3. Discussion Board 1.4. Annotated Bib 8.2. Annotated Bib 8.3. Review of Research
Professionalism and Collaboration **Leadership and Policy** 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 6.6. AT Vendors 7.4. Virtual Tour SL Project

Professionalism and Collaboration **Professional and Ethical Practice** 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.	3.3. Evaluating a Website 3.6. Mac Accessibility 5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 7.4. Virtual Tour SL Project
Professionalism and Collaboration **Collaboration** 7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.	5.6. QIAT Matrix 6.5. Instructional Software Checklist SL Project

The Conceptual Framework

The Professional Educator: Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

BSU Shared Values: Our University core Values are academic excellence, caring, citizenship, fairness, respect, responsibility, and trustworthiness. I encourage and expect these shared Values from all students through all collaboration and discussion that occurs in our class.

- *Academic Excellence* ï engage in our own learning and participate fully in the academic communityôs pursuit of knowledge.
- *Caring* ï show concern for the welfare of others.
- *Citizenship* ï uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.
- *Fairness* ï expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.
- *Respect* ï treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesnôt resort to intimidation, coercion or violence to persuade.
- *Responsibility* ï take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.
- *Trustworthiness* ï demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

Grading and Assignments

Assignments: See the weekly modules on the course Blackboard site for detailed information about individual assignment grading. Assignments are due by 11:59pm the last day of the Module in which they are assigned as indicated in the course schedule, unless otherwise stated on the course Blackboard site under the specific assignment. *Please be sure to look closely at individual assignment due dates, as they may vary depending on purpose in the course*. See below for information regarding late assignments.

Late Policy: In education (particularly special education), being late to meetings or with deadlines can result in negative performance evaluation and/or failure to meet legal obligations. Being on-time is also a sign of respect to your colleagues, students, and student families.

Therefore, it is important to practice the skills of punctuality in person and with our work. Any assignment turned in after the due date/time will be docked 10 points for each day that it is late. A student is allowed 2 late assignments within the semester. *If more than 2 late assignments are submitted at any time in the semester, a student's Final Grade will automatically be dropped by an entire letter grade.* Late assignments on Final Projects will not be accepted or graded ï they will become an automatic 0 in the Gradebook.

Missing Assignment Cap: To ensure that each student in the course is provided the opportunities to learn and apply the concepts of the coursework, no student should be missing more than 1 assignments at any time throughout the semester. *If a student reaches more than 1 missing assignments, their Final Grade will automatically be dropped a letter grade. For every missing assignment above 1, their Final Grade will be dropped another letter grade.* (For example, a student with a Final Grade of an A who reaches 2 missing assignments will automatically be dropped to a Final Grade of a B. If this student is missing a 3rd assignment, their Final Grade will be dropped to a C. And so forth.)
Note: A late assignment can only be turned in a maximum of 2 days after it is no longer worth any points. (Refer to Late Policy for point value deductions.)

Assignment Redo/Resubmit: Students are permitted 1 redo/resubmit assignment per semester. If they are unsatisfied with a grade they received on an assignment, they must contact the Instructor no later than 1 week after the assignmentôs original due date to request the redo. From the time that the Instructor and Student agree to the redo, the Student has 1 week to resubmit the assignment for a final grade.

Instructor Availability: I am very quick to respond to emails. Any email sent to me Monday through Friday (before evening) will be answered within 48 hours, and typically sooner. Any email sent Saturday or Sunday is not guaranteed to be answered before Monday. I am available by office phone during my office hours. In order to get the timeliest help on coursework, please plan accordingly and ask questions early/often.

Semester grades will be calculated based on the following percentage breakdowns, which will combine to create your Final Grade:

Breakdown of Percentages towards Final Grade:

Discussion Board Posts	10 %
Assignments	55 %
SL Project	20 %
Quizzes	15 %

Final Grade Percentage Range

A+	= 97.5%	C+	= 77.5%
A	= 92.5%	C	= 72.5%
A-	= 90.0%	C-	= 70.0%
B+	= 87.5%	D+	= 67.5%
B	= 82.5%	D	= 62.5%
B-	= 80.0%	D-	= 60.0%

Course Policies

Attendance/Participation: This is an online course; therefore, there will be no live class meetings. By the end of each Module, students are expected to read and study all assigned materials as necessary to understand the information and complete assignments.

Disability Accommodations:
If you have a documented disability and need modifications, please contact the Disability Resource Center, Admin 114, (208) 426-1583 to request academic accommodations for a disability. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential. Please complete these steps before or at the start of the semester so that your instructor is aware and can provide any necessary accommodations.

Academic Integrity: The official Boise State University policy on Academic Integrity is in effect in this course. Violation of this policy will result in failing this course. That policy reads as follows: *"Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."*

Syllabus Adjustments:
Adjustments in the syllabus may be necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments or assignment due dates. If changes are necessary, I will provide notice and rationale for the changes. Please regularly check our Blackboard course Announcements, as well as your BSU email, for such changes.

Student Samples: I enjoy collecting exemplary student assignment samples as they are turned in throughout the semester. This allows me to provide future students an idea of what my expectations are for these assignments. (FYI: I remove all names or other identifying information, so your work will remain anonymous.) If you do not want me collecting any of your work, please tell me at the beginning of the semester. Otherwise, I may or may not remember to ask before I collect your work.

Course Outline of Activities

Schedule: This is just an outline of course topics and module dates. Please consult the courseôs Blackboard Site for a full list of weekly assignments and instructions.

Week	Module	Topic	Assignments
1 ***8/26***	**1** Ends: 9/8	Universal Design for Learning (UDL)	Please see course Blackboard site for Assignments and Instruction
2 ***9/2***			
3 ***9/9***	**2** Ends: 9/22	UDL Application	Please see course Blackboard site for Assignments and Instruction
4 ***9/16***			
5 ***9/23***	**3** Ends: 10/6	Introduction to Assistive Technology & Making Existing Technology Accessible	Please see course Blackboard site for Assignments and Instruction
6 ***9/30***			
7 ***10/7***	**4** Ends: 10/20	Online Learning Issues	Please see course Blackboard site for Assignments and Instruction
8 ***10/14***			
9 ***10/21***	**5** Ends: 11/3	Assistive Technology (AT) for Specific Disability issues	Please see course Blackboard site for Assignments and Instruction
10 ***10/28***			
11 ***11/4***	**6** Ends: 11/17	AT in Academic Instruction	Please see course Blackboard site for Assignments and Instruction
12 ***11/11***			
13 ***11/18***	**7** Ends: 12/8	AT in Independent Living	Please see course Blackboard site for Assignments and Instruction
November 25th – 29th : Thanksgiving Holiday			
14 ***12/2***	**7** Ends: 12/8 *(continued)*	AT in Independent Living *(continued)*	Please see course Blackboard site for Assignments and Instruction
15 ***12/9***	**8** Ends: 12/13* End of Fall 2013 Semester	Research on UDL and AT	Please see course Blackboard site for Assignments and Instruction

*Final Projects will be due during the week of December 16th, in lieu of a Final Exam.

Service Learning

"The best way to find yourself is to lose yourself in the service of others." *Mahatma Gandhi*

Introduction

What is Service Learning?: ñService-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.ò (Boise State Service-Learning Program)

- Examples: Videos of BSU SL Projects

Service Learning at Boise State: ñService-Learning is a course-based, credit-bearing educational experience by which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.ò (Boise State Service-Learning Program)

BSU Service Learning Mission: **"**The Service-Learning Program facilitates campus-community partnerships by providing tools, trainings, and hands-on opportunities to enhance student learning, meet critical community needs, and foster a culture of community engagement.ò (Boise State Service-Learning Program)

Purpose & Commitment to Service-Learning: "Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility" (Boise State Service-Learning Program).

- *Purpose:* Students in ED-SPED 333 will provide services to community organizations that strive to enhance the lives of students with disabilities. These services are meant to provide students with hands-on learning opportunities that will help to solidify key ideas discussed in the course.

Why do Service Learning?: There are many components of Service Learning that can impact both the learner and the community.

- *Addressing community needs*: Persons with disabilities who have needs high enough to require assistive technology devices or accommodations often have a difficult time accessing environments and tasks that persons without disabilities may find mundane. Through the hope of providing a more inclusive community for those persons with disabilities, we first need to address the issue of providing information and understanding from the perspective of the person with the disability.
- *BSU student benefit*: While the obligations of Service-Learning can be daunting at first, it is frequently reported as one of the highest-regarded experiences that BSU students encounter. The social benefits that students receive are high, providing experiences of service that may not otherwise be available.

- *Relation to course theory:* Putting your current course theory into practice solidifies the learning process and allows for generalizability of the course material. Service-Learning also allows the students to share their current learning and expertise with those around the community who do not have access to the information.
- *Respecting commitments:* Students who commit to and complete Service-Learning projects have a respect for the idea of valuing commitments. Service-Learning requires time away from campus, reflection of student experience, and volunteerism of personal time. Building this type of commitment early in a student's career will encourage continued service later in life and teach valuable lessons on responsibility and commitment.

Service-Learning in ED-SPED 557

Overview: Each student will work collaboratively with a group of other ED-SPED 557 students to complete their Service-Learning project this semester. Though this will be a collaborative effort, each studentôs experiences in SL will be different; therefore, your reflection and participation in discussion of these experiences will be highly valuable to your own learning and the learning of your peers. Your grade for this project will be based on your participation and the products that you develop throughout the SL process.

- *Indirect Service:* Our course will be following an Indirect Service-Learning model through BSU's SL subarea of technical skill application: "Student teams will design projects that address the needs of a particular population."
- *Service Hours:* Students will be expected to dedicate 20 – 25 hours to their portion of the Service Learning project. Specific duties completed within these hours will be determined based on assignments within your 557 group.

Project: Public Service Announcement (PSA)

- *Overview***:** Students will be writing, directing, capturing, and distributing a Public Service Announcement. Students in 557 will work in a group to complete this SL project.
- *Focus:* The focus of the PSA will be to enlighten, inform, and encourage ideas for inclusion for persons with developmental disabilities. We will connect our course content by using themes of UDL and assistive technology when portraying this message of inclusion.
- *Community Partner*: 557 students will be creating this PSA for the Idaho Council on Developmental Disabilities. The ICDD has agreed to consider each PSA for distribution and/or revision for their public awareness campaign. Learn more about the ICDD here.
- *Purposes*: There are many reasons why this particular SL Project was chosen for our 557 course. They are including, but not limited to, the following purposes:
    - To collaborate with peers on current issues in special education
    - To encourage promotion and advocacy for all students with disabilities
    - To create meaningful resources for use by community agencies, advocacy groups, schools, and families
    - To connect with our civic obligation as educators in promoting highest possible quality of life for students with disabilities

Assignments: There will be numerous steps to complete this SL Project with your group, all of which will be evaluated and included in your final SL Project grade. Some assignments will be based on individual efforts, but the majority will be based on your work within the group dynamic.

- *Reflection Journal:* Entries into this online journal will account for 150 points of your final SL Project grade. Please see **Reflection** section below for further descriptions.
- *PSA Activity Sheet:* We will be following the guidelines of the PSA Activity Sheet document to complete this SL Project. Please see our course Bb site for all necessary tools and materials.
    1. Step 1: Thinking about PSAs – to be submitted by the end of Module 2
        - Document to Complete: Step 1 Review Note Sheet
        - Only 1 group document needs to be submitted to the Instructor
    2. Step 2: Choosing Your Topic – to be submitted by the end of Module 2
        - Document to Complete: Step 2 Topic Note Sheet
        - Only 1 group document needs to be submitted to the Instructor
    3. Step 3: Thinking About Solutions – to be submitted by the end of Module 4
        - Document to Complete: Step 3 Solutions Note Sheet
        - Only 1 group document needs to be submitted to the Instructor.
    4. Step 4: Planning Your Own PSA – to be submitted by the end of Module 5
        - Document to Complete: Step 4 Planning Note Sheet
        - Document to Complete: PSA Script Outline
        - Only 1 group document needs to be submitted to the Instructor

    As groups complete the four steps of the PSA Activity Sheet, individual group member work contributions will be determined by the group as a whole. Distribution of workload will be discussed and agreed upon by the group.
- *Storyboard*: Based on your group's progress through the PSA Activity Sheet, you will create a storyboard of your 30-second PSA. Your team will use the PSA Storyboard template that I have created and uploaded to Blackboard. The template should be completed so accurately that anyone who looks at it will be able to understand the movement through your PSA. Your Storyboard should account for each second of your 30-second PSA. To be submitted by the end of Module 6.
- *PSA Recording*: After your group has completed their Storyboard, you will record your 30-second PSA based on the Storyboard timeline. Your group has two methods of recording to choose from:
    1. Video Recording: I have 2 digital video cameras available for student use. Groups can choose to videotape their PSA using one of these cameras. Several video editing programs are free for student use through BSU if necessary, and I am available to help edit videos with students. Students can also attempt to record the PSA with no errors. Please do not record any individuals who have not provided permission to do so, and be respectful in the location that you choose for recording.
    2. Image and Voice Recording: Students can choose to use digital images or clip art images to compile their PSA. Voice recordings or text will be required to deliver the PSA's message. Again, editing programs are free for students and

I am willing to help with editing. A digital camera is available for student use through request from me.

Again, distribution of work in this activity should be discussed and determined by the group as a whole. After this PSA Recording and editing activity, your 30-second PSA will be complete! To be submitted by 11:59pm on December 20th.

Note: As an additional incentive, the ICDD (our community partner) has donated prizes for the group whose PSA is chosen for distribution or revision by ICDD. See our Bb course site for more details.

- *Self-Evaluation*: Using our Teamwork Evaluation Rubric, you will provide a self-assessment grade of your overall work on the SL Project that will be averaged with your teammates' ratings of your work on the SL Project. Please see the *Teamwork Evaluation* description below for further details. Students will receive 20 points simply for rating themselves using the Teamwork Evaluation Rubric. To be submitted by 11:59pm on December 20th.
- *Teamwork Evaluation:* Using our Teamwork Evaluation Rubric, you will be asked to evaluate the participation and effort of each of your SL Project teammates. As every member will be evaluating one another, an average of Rubric scores will be taken and translated into a person's individual grade out of 100 points. To be submitted by 11:59pm on December 20th.
    1. For example*:* Johnny received scores of 3, 5, 4, 3 from his four team members and rated himself at a score of 4 on the Teamwork Evaluation Rubric. His overall individual grade on the Rubric would be a 3.8 of 5, which would translate to a 76% or 76/100 for the gradebook under Teamwork Evaluation.

Reflection: To follow along with BSUôs vision for SL, we will be implementing reflection into our SL Project. The goal of this reflection process is to ñconnect service to course theory and larger social issues, foster critical thinking, and active citizenship and helps in the evaluation of student progress.ò

- *Overview*: Throughout the semester, each 557 student will maintain a Reflection Journal of their experience in this SL project. This Reflection Journal will be available on our course Blackboard site, with access only to the student and the course Instructor. Reflection Journal entries will be completed three times throughout the semester, according to our course schedule (please see the course syllabus and course Blackboard site for exact dates).
- *Focus*: The purpose behind this Reflection Journal is to create meaningful connection between the student's experience, the SL Project and purpose, and the course content. This Reflection Journal will prompt students to think more deeply on matters pertaining to the SL Project and our course of study, allowing real-life scenarios to strengthen their knowledge of the course content.
- *Effective Reflection*: This Reflection Journal is not set up for students to respond at a superficial level with little engagement or critical reflection. I am not interested in purely descriptive accounts of your experience in the SL Project; rather, I am highly interested in your reflection lending itself to the higher-order thinking skills (i.e. think Bloom's Taxonomy) that you expect from your own students in the classroom

setting. Therefore, in these Reflection Journal entries students should consider addressing the following reflection prompts:

- Course Theory Focus Questions
  - Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior;
  - Apply the course materials and the service experience to you and your person life, including your goals, values, attitudes, beliefs, and philosophy
- Issue Focus Questions
  - When considering the purpose behind our SL Project and its message, describe what you perceive as the underlying issue and why it exists in our society. Include ideas on what it would take to positively impact the situation (for individuals, communities, education, and government)
- Client Focus Questions
  - What stereotypes are you confronting about the people you are serving with this SL Project? Have you reconceptualized these stereotypes? If so, what information led you to do this?
- Self-Focus/Personal Development Questions
  - What personal qualities (i.e. leadership, communication skills, compassion, etc.) have you developed through this SL Project? How will these qualities help you in the future?
- Civic Focus Questions
  - What can you do with the knowledge you gained from this SL Project experience to promote change in the community, in your school, or in the state as a whole?
  - How do your own personal/professional lifestyle choices affect this issue? Is there anything you are doing that perpetuates the situation?
  - How has your orientation to or opinion about this issue changed through this SL Project experience?

➢ *Evaluation*: Each student entry into their Reflection Journal will be evaluated based on the standard "557 Reflection Rubric" provided to you by the Instructor (via our course Blackboard site). Each entry is worth a possible 50 points towards the student's final SL Project grade. An entry is due by 11:59pm on the last day of Module 2, 5, and 8 (December 20th).

Assignment Name	Items to Complete	Points Possible
Reflection Journal	3x Bb journal entries	50 points each, 150 points total
Thinking about PSAs	Step 1 Review Note Sheet	50 points
Choose Your Topic	Step 2 Topic Note Sheet	50 points
Thinking About Solutions	Step 3 Solutions Note Sheet	50 points
Planning Your PSA	Step 4 Planning Note Sheet PSA Script Outline	50 points each, 100 points total
Storyboard	PSA Storyboard	200 points
Self-Evaluation	Teamwork Evaluation Rubric	20 completion points

Teamwork Evaluation	Teamwork Evaluation Rubric	100 (based on %age)
Total SL Project		**720 points**

Sharing the Service Learning Experience

Expansion & Presentation: Poster presentations happen in many forms and are common events in K-12 education to stimulate interest in programs, professional development and motivate professionals to explore the related content and services. The Boise State Service Learning Department holds exhibitions highlighting your work in the community. If you choose to participate, please visit this site for more information: http://servicelearning.boisestate.edu/students/sl-student-exhibition

EDSPED 558: Data-based Decision Making

Instructor: Jenny Allison, Ph.D.
Email: jennyallison@boisestate.edu

Course Description

In this course graduate students will consider theory and principles of test development and validation. The emphasis of the course will be on both theoretical and practical issues of educational and psychological measurement under classical test theory. Following a review of basic measurement, tests, and statistical concepts, the two major concepts of classical test theory, reliability and validity will be discussed and reviewed in detail.

The primary objective of the course is to develop the knowledge and skill levels of students in the interpretation of educational and psychological test data. Additionally, students will learn how tests are constructed and used as instruments of educational and psychological theory. Finally, students will understand the implications and practical issues related to the selection, evaluation and use of measurement instruments.

Prerequisites:
EDCIFS (Basic Stats)
EDCIFS 511 Assessment and Evaluation

***Required Resources*:**
Crocker, L., & Algina, J. (2006). *Introduction to classical and modern test theory.* Belmont, CA: Cengage Learning

Recommended Texts & Articles:
Linn, R. L. (Ed.). (1989). Educational measurement (3rd ed.). New York: Macmillan.

Allen, M. J., & Yen, W. M. (1979). Introduction to measurement theory. Monterey, CA: Brooks/Cole

AERA, APA & NCME (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Messick, S. (1989). Validity. In R.L. Linn (Ed.), Educational measurement (3rd ed., pp. 13-103). New York: Macmillan.

Messick, S. (1996a). Standards-based score interpretation: Establishing valid grounds for valid inferences. Proceedings of the joint conference on standard setting for large scale assessments, Sponsored by National Assessment Governing Board and The National Center for Education Statistics. Washington, DC: Government Printing Office.

Messick, S. (1996b). Validity of Performance Assessment. In Philips, G. (1996). Technical Issues in Large-Scale Performance Assessment. Washington, DC: National Center for Educational Statistics.

Moss, P.A. (1992). Shifting conceptions of validity in educational measurement: Implications for performance assessment. Review of Educational Research, 62, 229-258.

Course Goals and Justification

By the end of the course, you will be able to:

- Describe legal issues and ethical standards related to educational assessment
- Perform quantitative and qualitative item analysis
- Calculate measures of central tendency and variance
- Compute Pearson Product-Moment Correlation
- Interpret different types of standard scores.
- Discuss the concepts of reliability and validity
- Identify different types of reliability and validity and discuss how each is determined and used.
- Define sources of measurement error.
- Discuss procedures for developing standardized tests.
- Identify current, controversial issues in the area of testing and assessment.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The coursework and related experiences in the areas of curriculum and instruction, school improvement, research methods, field experiences, cognate studies, and dissertation provide students with the basis for a more complete understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative experiences in working toward measurable and positive effects upon educational programs and student learning.

Course Outline of Activities Schedule

Week	Topic	Text Chapter*	Assignments Due
1	Overview & Intro to measurement theory	1	
2	Statistical Concepts for Test Theory and Scaling	2 & 3	Chapter 2 Exercises 3, 8, 18 Chapter 3 Exercise 1
3	Test Construction	4	Ch 4 Exercises 1, 5, 6
4	Test Scores as Composites	5	Mid-term exam 1 Ch 5 Exercises 2 & 3
5	Reliability & Classical True Score	6	Ch 6 Exercises 2,5,6
6	Procedures for Estimating Reliability	7	Ch 7 Exercise 1 & 2
7	Generalizability Theory	8	Ch 8 Exercises 1-3 Mid-term exam 2
8	Validity	10 Messick Unified Concept of Validity	Ch 10 Exercise 2 & 7
9	Procedures for prediction and classification	11	Ch 11 Exercises 1 & 3
10	Bias	12	Ch 12 Validity Reflection paper due
11	Factor Analysis	13	Ch 13 Ex 1
12	Item Analysis	14	Ch 14 Ex 1 & 2
13	Item Response Theory	15 Reece IRT article	Ch 15 Ex 4
14	Setting Standards	18	Ch 18 Ex 4
15	Norms & Standard Scores	19	Ch 19 Ex 1 & 2
	Final Exam		

Additional reading assignments (e.g. articles & websites) will be posted on the Blackboard course site.

Assignments

Chapter Exercises: Each week selected exercises are assigned and due. All other text exercises are optional.

Reflection*:* In a 3-5 page reflection paper, you will discuss issues related to Messick's unified concept of validity.

Midterm Exams: There are two mid-term exams during this course, one during week 4 and a second during week 7.

Final Exam: There is a final exam for this course – please consult the catalog/calendar for the schedule.

Breakdown of Possible Points:

Chapter Exercises	30 %
Reflection	15 %
Midterm Exams	20 %
Final	35 %

Course Policies

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. Late assignments are not accepted.

If you have a documented disability and need modifications, please contact the Office of Disability Services (426-1583) and inform your instructor.

Grading

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+	79 – 77% = C+ < 60% = F
96 – 94% = A	76 – 74% = C
93 – 90% = A-	73 – 70% = C-
89 – 87% = B+	69 – 67% = D+
86 – 84% = B	66 – 64% = D
83 – 80% = B-	63 – 60% = D-

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SUBJECT

Requesting excision of territory from Lakeland School District for annexation into Coeur d' Alene School District.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code, IDAPA 08.02.01.050.

BACKGROUND/DISCUSSION

The Coeur d' Alene School District 271 is requesting an excision of territory from Lakeland Joint School District 272. Section 33-308, Idaho Code, provides for a process whereby the State Board of Education will consider the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described.

The State Board of Education has promulgated administrative rules, IDAPA 08.02.01.050 that outline the criteria for the review of the Petition of Excision and Annexation and the required hearing process to gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

The State Department of Education hired Edwin Litteneker, Attorney at Law, to act as the hearing officer for this petition. A hearing was conducted on December 17, 2014, for the purpose of gathering public comment on the proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271 at the Atlas Elementary School in Hayden, Idaho. Approximately three people attended the hearing on December 17, 2014 and one person in attendance offered comment. The proceedings were taped by the hearing officer and made part of the official record.

The hearing officer concluded the petition qualifies and meets the statutory provisions of Section 33-308, Idaho Code, and further that the Petition is in the best interest of the children residing in the Balsar Estates area and recommends the State Board of Education approve the petition to go to the voters of the area.

IMPACT

This area is to the east and south of Balsar Estates in the City of Hayden. The proposed subdivision could have as many as eleven school age children. Currently, there are no school age children residing in the area to be annexed.

ATTACHMENTS

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendations, Notice of Hearing, Amended Notice Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the request by the Board will allow for the proposal to be submitted to the school district electors residing in the area described in the petition. The Lakeland Joint School District Board of Trustees and the Coeur d'Alene School District Board of Trustees have both considered and approved the petitions for excision and annexation.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not the Board of Education must disapprove the proposal. The hearing officer has included in their findings of fact the indication that the excision of area from the Lakeland School District would not leave the district with a bonded debt in excess of the limits prescribed by law.

BOARD ACTION

I move to accept the findings and conclusions issued by the hearing officer and to approve the excision and annexation of property from the Lakeland School District to the Coeur d'Alene School District.

Moved by _____ Seconded by _____ Carried Yes ___ No ___

BEFORE THE HEARING OFFICER FOR THE

STATE BOARD OF EDUCATION

In the matter of the petition requesting The excision of territory from Lakeland School District No. 272, And annexing said territory into Coeur d' Alene School District No. 271, District.	)	**FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION**

INTRODUCTION

A Hearing was conducted on December 17, 2014, by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on a proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271. The Hearing commenced at 7:00 p.m. in the Library at the Atlas Elementary School in Hayden, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded indebtedness in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process to

gather public comment for purposes of the Hearing Officer making these recommendations to the State Board of Education.

Three people attended the hearing on December 17, 2014. Only a representative of the petitioner Scott Krajack offered comment. The Sign in Sheet is enclosed in the Record and transmitted separately as a part of the Transmittal of the Record. The proceedings were recorded and the recording of the Hearing is separately transmitted digitally to the State Board of Education.

FINDINGS OF FACT

1. A Petition to excise property from the Lakeland School District No. 272 was presented by the property owners of a presently undeveloped parcel of real property and annex that area into the Coeur d' Alene School District No. 271.
2. The Petition proposes that an area adjacent on the east and south to the Balsar Estates Subdivision and generally west of Atlas Road, north of Honeysuckle Avenue and south of Hayden Avenue. The proposed area is located within the City of Hayden.
3. Based on the proposed subdivision construction, the area is anticipated to have as many as 11 school age children. At present there are no school age children residing in the area to be annexed.
4. Currently the Balsar Estate Subdivision is in the Coeur D' Alene School District No. 271. Atlas Elementary which is in the Coeur d' Alene School District No. 271 is located approximately two blocks from the area proposed to be annexed into the Coeur d' Alene School District No. 271.

5. In 2012 the Balsar Estates which are adjacent to this property were excised from the Lakeland School District No. 272 and annexed to the Coeur d' Alene School District No. 271.
6. The Lakeland School District No. 272 considered the Petition at its regular Board Meeting on October 13, 2014. The Lakeland School District Board of Trustees approved the annexation request and did not request any additional changes or considerations.
7. The Coeur d' Alene School District No. 271approved the annexation request into the Coeur d' Alene School District on at its regular Board of Trustees meeting October 6, 2014.
8. There was no testimony from any affected residents other than the representative of the owner of the property requesting that the annexation occur.
9. There was no testimony that the Lakeland School District would be left with a bonded indebtedness in excess of the amount provided by law.
10. The Record reflects that a sufficient number of electors signed the Petition pursuant to I.C. §33-308.

CONCLUSIONS

1. IDAPA 08.02.01.050. requires a review of the proposed alteration of a District's boundaries takes into account specific facts which are discussed above.
2. The annexation as proposed does not leave either School District with a bonded indebtedness in excess of the amount provided by law, neither of the Districts will suffer any bonded indebtedness deficiency.
3. The proposed annexation will be in the best interest of children residing in the area described in the Petition. At present time there are no school age children residing in the area to be annexed to the Coeur d' Alene School District No. 271. The area is within two blocks of the

Atlas Elementary School within the Coeur d' Alene School District No. 271. The adjacent subdivision is in the Coeur d' Alene School District No. 271 and the school age children within that subdivision attend Atlas Elementary. It would be in the best interest of school age children to attend a neighborhood school also attended by their neighbors.

4. The interested parties at this time are limited to the property owners and developers who have petitioned for the property to be included in the Coeur d' Alene School District.
5. The Coeur d' Alene School District indicates it will accept the students who will reside within the area and have sufficient capacity and community support to serve the anticipated students. There is no issue as to the competing interests of the children residing within the area.

RECOMMENDATION

The Record supports a conclusion that the statutory and rule provisions in regards to an excision of land from the Lakeland School District No. 272 and annexation into the Coeur d' Alene School District No. 271 have been met.

The Petition is in the best interest of the children who will reside within the area to be excised and annexed.

It is therefore recommended to the State Board of Education that the Petition qualifies and meets the statutory provisions of Idaho Code § 33-308 and the IDAPA provisions found in 08.02.01.050.2 and .3.

Finally, it is recommended that the Petition be approved and that the election be set for purposes of the elector's consideration of the proposed boundary change.

DATED this 24 day of December, 2014.

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

_/_ Mailed by regular first class mail,
And deposited in the United States
Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight
Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendent
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Brad Murray, Superintendent
Lakeland Joint School District # 272
P.O. Box 39
15506 N. Washington Street
Rathdrum, Idaho 83858

Nate Grossglauser
3501 West Robinson Ave
Hayden, Idaho 83835

On this 24 day of December, 2014.

Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE

IDAHO DEPARMENT OF EDUCATION

In the matter of the petition dated 01/11/14 Requesting the annexation of territory from Lakeland Joint School District No. 272, To the Coeur d' Alene School District # 271,	)	**NOTICE OF HEARING & PRE HEARING ORDER**

The petitioners have presented to the School Board of the Lakeland Joint School District No. 272 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Lakeland Joint School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

That the Hearing in this matter shall commence on Wednesday, December 17, 2014. The hearing will begin at 7:00 p.m. The Hearing will be held at Atlas Elementary, 157 W. Hayden Avenue, Suite 103, Hayden, Idaho 83835.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at ed@littenekerlaw.com or by calling the Hearing Officer at 208-746-0344.

DATED this 3 day of December, 2014.

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

/ Mailed by regular first class mail,
And deposited in the United States
Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight
Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendents
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Brad Murray, Superintendent
Lakeland Joint School District # 272
P.O. Box 39
15506 N. Washington Street
Rathdrum, Idaho 83858

Nate Grossglauser
3501 West Robinson Ave
Hayden, Idaho 83835

On this 3 day of December, 2014.

Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE

IDAHO DEPARMENT OF EDUCATION

In the matter of the petition dated 01/11/14 Requesting the annexation of territory from Lakeland Joint School District No. 272, To the Coeur d' Alene School District # 271,	**AMENDED NOTICE OF HEARING & PRE HEARING ORDER**

The petitioners have presented to the School Board of the Lakeland Joint School District No. 272 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Lakeland Joint School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

That the Hearing in this matter shall commence on Wednesday, December 17, 2014. The hearing will begin at 7:00 p.m. The Hearing will be held at Atlas Elementary, 3000 Honeysuckle, Hayden, Idaho 83835.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at ed@littenekerlaw.com or by calling the Hearing Officer at 208-746-0344.

DATED this 9 day of December, 2014.

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

__/__ Mailed by regular first class mail,
And deposited in the United States
Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight
Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendents
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Brad Murray, Superintendent
Lakeland Joint School District # 272
P.O. Box 39
15506 N. Washington Street
Rathdrum, Idaho 83858

Nate Grossglauser
3501 West Robinson Ave
Hayden, Idaho 83835

On this __9__ day of December, 2014.

Edwin L. Litteneker

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LAKELAND JOINT SCHOOL DISTRICT #272
15506 N. Washington Street P.O. Box 39
Rathdrum, Idaho 83858
Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

October 16, 2014

Department of Education
Superintendent Tom Luna
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Luna:

Pursuant to Idaho Code 33-308, we are forwarding to the State Board of Education a petition requesting excision of an area from Lakeland Joint School District 272 and annexation into the Coeur d'Alene School District 271.

The Lakeland Board of Trustees at their regular board meeting held on October 13, 2014 addressed the petition. Trustee Tim Skubitz moved to approve the annexation request into the Coeur d'Alene School District No. 271 submitted by the Owners of this Subdivision as described in the annexation request with no changes. Trustee Wallace seconded the motion. Upon vote, the motion was approved with 3 yeas and 1 nay. Chairman Brown was absent from this meeting.

If you should have any further questions, please don't hesitate to contact our office at 208-687-0431.

Respectfully,

Brook A. Cunningham, Clerk of the Board
Lakeland Joint School District No. 272

Enclosure: Annexation Request

October 3rd, 2014

To:
School District 271
School District 272

We are requesting an area to be annexed into School District 271 and excised from School District 272. The legal names of the school districts, the current and proposed legal description of each school district, and the current and proposed map of the boundary are attached to this letter.

The reason for this request is that the area in question is physically located much closer to the District 271 schools than the District 272 schools. Atlas Elementary is within walking distance to this area. The neighboring subdivision, Balser Estates, went through this process in 2012 and was approved to switch from School District 272 to School District 271.

Currently there are no school age children residing within this area. The acreage on the north side of Robison is proposed to be a subdivision. We estimate this area will have approximately twenty school age children. The 4.774 acre piece on the south side of Robison is proposed as a single family home, and the owners have five children. The remaining 5 parcels, called the "Family Dream Sub" are estimated to have potentially 6 school age children.

We believe that it is in the best interest of the children that will be residing in this area to go to school in their own neighborhood and city.

Thanks for your attention in this matter,

Nate Grossglauser
3501 West Robison Ave
Hayden, ID 83835

Scott Krajack - Viking

From: Chad Johnson <johnsonsurveying@yahoo.com>
Sent: Monday, August 25, 2014 7:48 PM
To: Scott Krajack - Viking
Subject: Revised School boundary Legal descriptions
Attachments: 1000P Boudaries of CDA District .doc; LakelandSD_2011 Overall Legal Description.doc.rtf

Scott,

Neither one of these was updated for the Balser Estates Plat, they are now.

Have a great night

Chad Johnson, PLS

Johnson Surveying
Cell 208-660-2351
Post Falls, Idaho

Lakeland Joint School District No. 272

THE BOARD OF TRUSTEES 1010

Organization and Classification

The legal name of this District is Lakeland Joint School District No. 272, Kootenai County, State of Idaho. The District is classified as: A joint school district.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: August 13, 2007
Revised on:

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES 1010

Organization and Classification

The legal name of the School District will be Coeur d'Alene School District No. 271, Kootenai County, State of Idaho. The administrative offices of the School District are located at 1400 N. Northwood Center Court, Coeur d'Alene, Idaho 83814. The District is classified as a K-12 school district giving instruction to pupils in grades k (kindergarten)/one (1) through twelve (12).

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: November 4, 2013
Revised on:

EXHIBIT "A"
ANNEXATION DESCRIPTION

A parcel of land being Tract 209; the E ½ of Tract 244 per the plat of Hayden Lake Irrigated Tracts as recoded in book D at pages 66 & 67 and The Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A, records of Kootenai County, lying in the Northeast Quarter of Section of 21, Township 51 North, Range 4 West, Boise Meridian, City of Hayden, Kootenai County, Idaho and being more particularly described as follows:

Commencing at the northeast corner of the northeast quarter being a 3 ½" aluminum cap per CP&F instrument number 1832264 from which the East quarter corner of said section 21 bears S 00°50'20"W a distance of 2645.94 feet; Thence, along the East line of said northeast quarter S 00°50'20"W a distance of 330.74 feet to a point; Thence leaving said East line along the existing Coeur d' Alene School District boundary N 88°30'30"W a distance of 658.32 feet; Thence, continuing along the existing Coeur D' Alene School District boundary S 00°50'25"W a distance of 331.14 feet to the **True Point of Beginning**.

Thence, continuing along said school boundary S00°50'25"W a distance of 662.03 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 628.65 feet to the West right-of-way of Atlas Road;

Thence, leaving existing Coeur D Alene School District Boundary, along said West right-of-way of Atlas Road, S00°50'25"E a distance of 340.79 feet to the southeast corner of the Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A;

Thence, leaving said West right-of-way, S88°36'53"E a distance of 628.63 feet to the intersection of the East line of Tract 244;

Thence, along said East boundary of Tract 244, S00°50'14"W a distance of 321.05 feet to the southeast corner thereof

Thence, along the South boundary of Tract 244, N88°38'35"W a distance of 329.33 feet to the southwest corner of the East ½ of Tract 244;

Thence, along the West boundary of the E ½ of Tract 244, N00°50'18"E a distance of 662.44 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 329.45 feet to a point

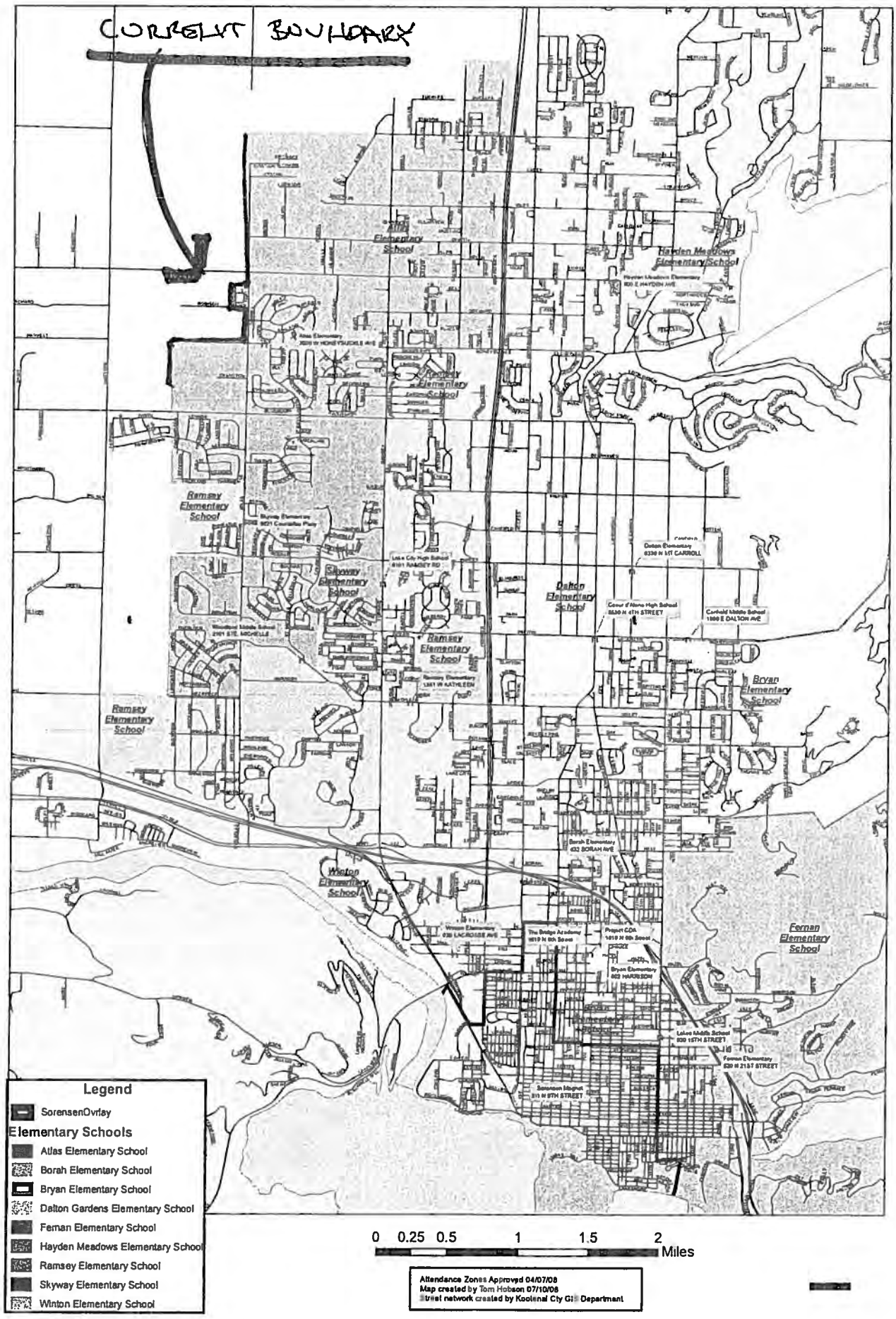
Thence, leaving said centerline, N00°50'34"E a distance of 662.61 feet to the northwest corner of Tract 209;

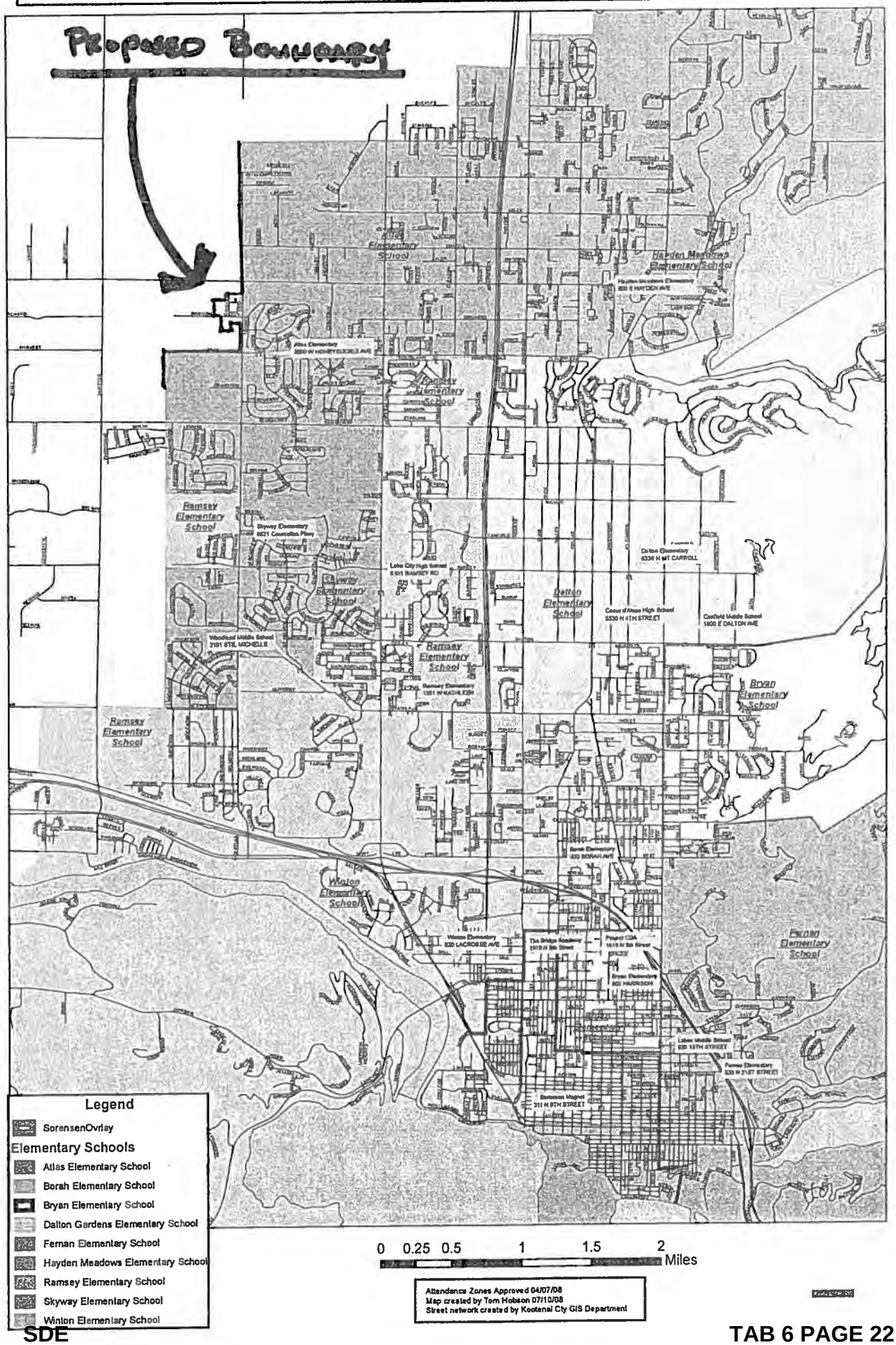
Thence, along the North line of said Tract 209, S88°32'10"E a distance of 658.65 feet to the **True Point of Beginning.**

STATE DEPARTMENT OF EDUCATION

SD271 Elementary School Attendance Zones

FEBRUARY 10, 2016

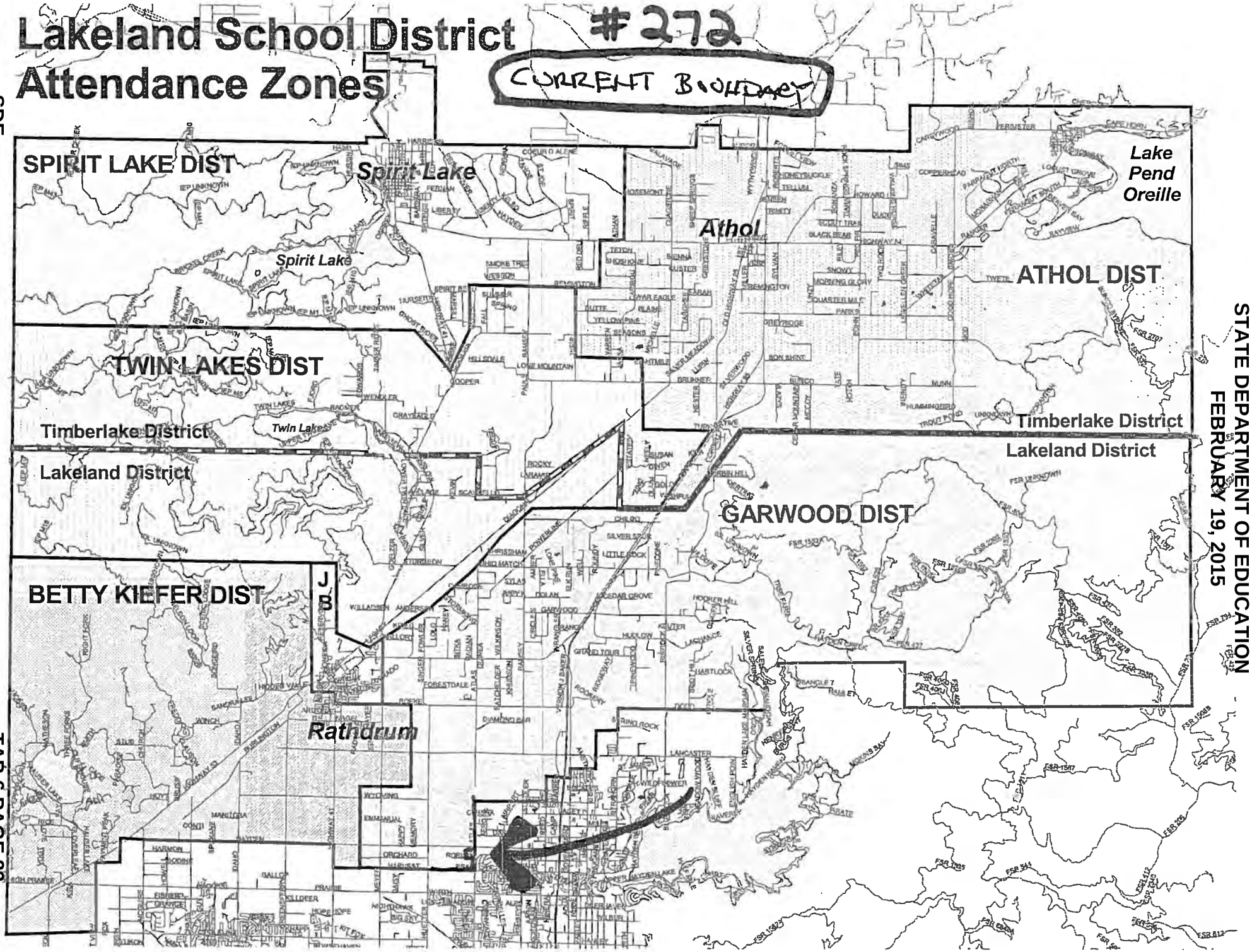



Proposed Boundary
Atlas Elementary School
Borah Elementary School
Hayden Meadows Elementary School
Ramsey Elementary School
Skyway Elementary School
Dalton Elementary School
Bryan Elementary School
Winton Elementary School
Fernan Elementary School
Legend
SorensenOvrlay
Elementary Schools
Atlas Elementary School
Borah Elementary School
Bryan Elementary School
Dalton Gardens Elementary School
Fernan Elementary School
Hayden Meadows Elementary School
Ramsey Elementary School
Skyway Elementary School
Winton Elementary School
0 0.25 0.5 1 1.5 2
Miles
Attendance Zones Approved 04/07/08
Map created by Tom Hobson 07/10/08
Street network created by Kootenai City GIS Department

Lakeland School District
Attendance Zones

#272

CURRENT BOUNDARY



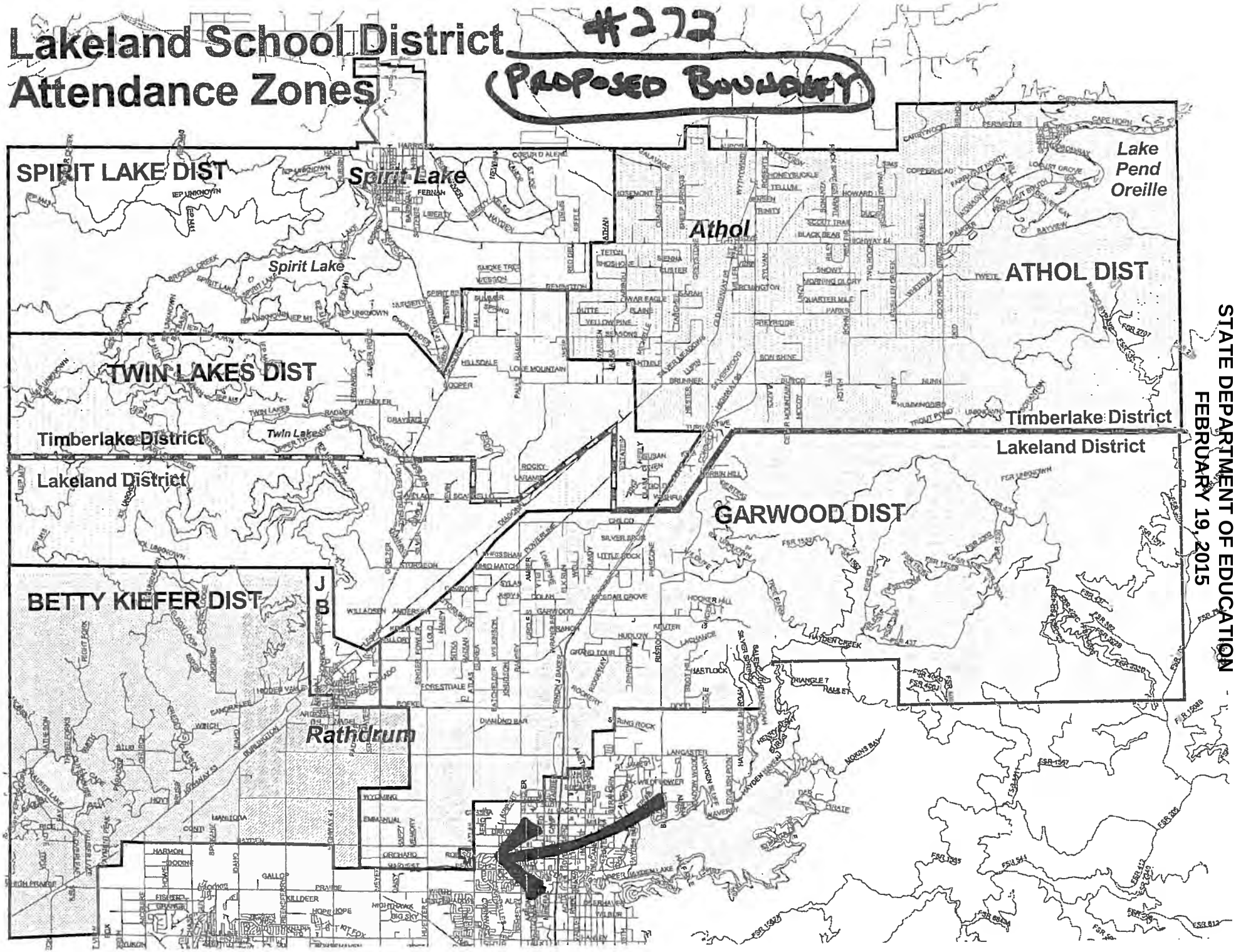
SDE

TAB 6 PAGE 23

STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015

Lakeland School District Attendance Zones

#272 (PROPOSED BOUNDARY)



EXISTING BOUNDARY

SDE

TAB 6 PAGE 25

Kootenai County, Idaho

Map No Location within Township

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

N W E S

THIS DRAWING IS TO BE USED FOR REFERENCE PURPOSES ONLY. THE COUNTY IS NOT RESPONSIBLE FOR ANY INACCURACIES CONTAINED HEREIN.

Map Revisions

12/26/08 - JB
Pin 0-3580-21-243-AA out to R/W (09)

01/12/09 - TH
0-3580-21-243-AA (now H-4050-21-243-AA) annexed into City of Hayden per Ord #482 (09)

05/15/09 - VMW
H-4050-21-243-AC out of 243-AA (10)

11/27/09 -TH
0-3580-21-244-AA & 244-AB (now H-4050-21) annexed into City of Hayden per Ord #473 (10)

01/25/13 - TH
H-4050-21-243-AA & 243-AC platted into FAMILY DREAMS SUB (13)

Notes:

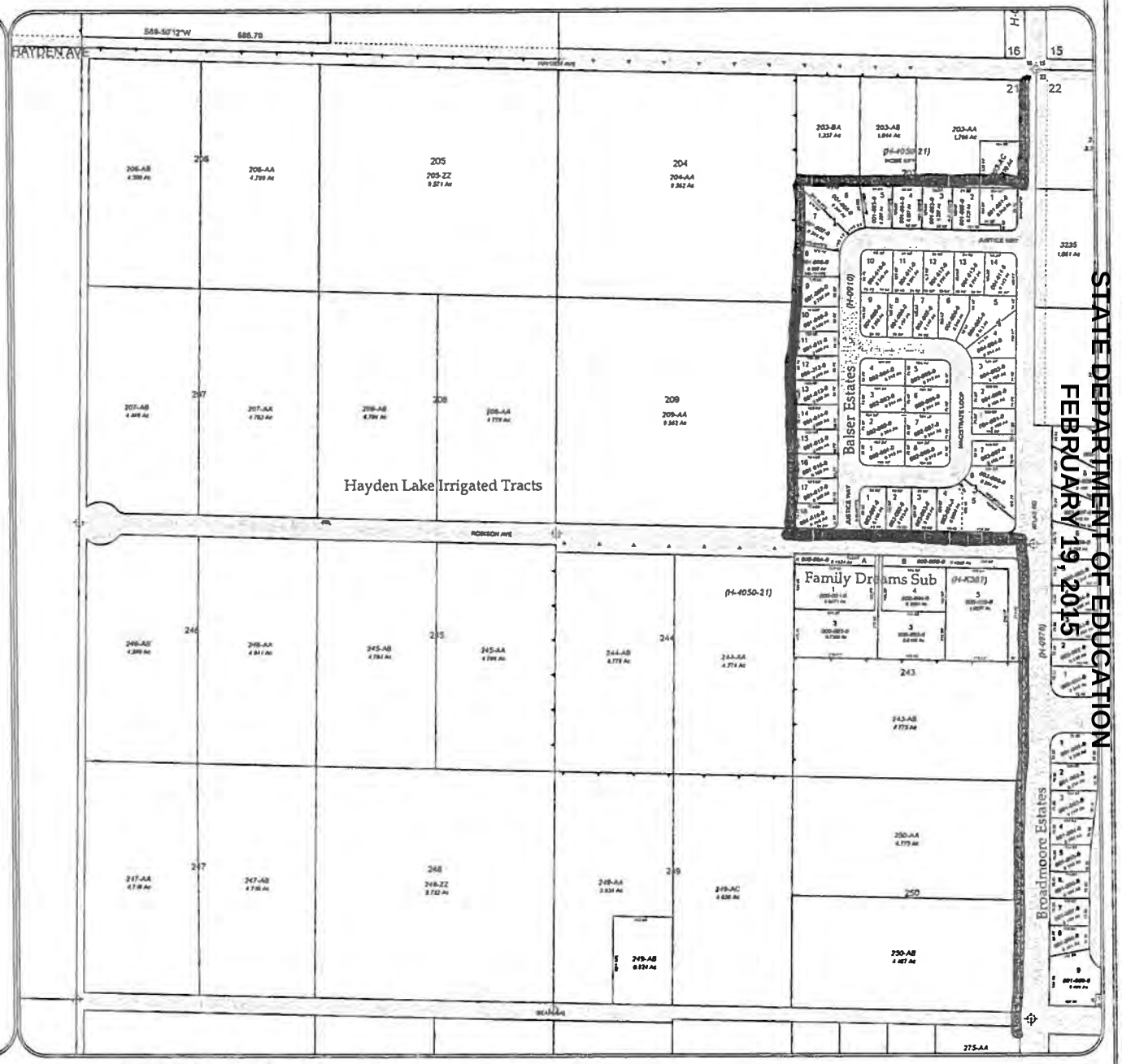
Parcel areas have been calculated by traverse closure when sufficient information has been available. Area shown is Net Assessable Area; Right-of-Way, where applicable, has been subtracted. Distances and curve lengths less than 50' may not be shown due to scale limitations. Dimensions in parenthesis denote record and/or platted lot dimensions.

LOCATION OF ROADS SHOWN ARE BASED ON ADDRESSABLE ROAD INFORMATION AND MAY OR MAY NOT BE PUBLIC.

Parcel Identification Number (PIN) are comprised as follows:
Platted: Sub-code and Parcel ID# ex. C-3510 and 021-999-C Resulting PIN = C-3510-021-999-C or C351002199RC
Unplatted: TwpRngSec and Parcel ID# ex. 50N02W-16 and 7950 Resulting PIN = 50N02W-16-7950 or 50N02W167950

Legend

(C-5357) Sub-code
001-001-A Parcel ID# (PIN)
TaxParcels
LegalAreas
Road RW
Private Roads
Plat Boundaries
Railroad
City Limits
GCOB_Corners
GCOB_Lines



Maptile: 51N04W21NE

NE Sec. 21 Twp 51 N. R. 4 W. B. M.

STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015

CURRENT [redacted] Legal Boundary

Lakeland Joint School District No. 272 2011 Trustee Zones 7/15/11
JP Stravens Planning Associates, Inc.

Lakeland Joint School District No. 272

School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅓ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W; thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south **approximately 9/10 mile to a point S 88° 30' 58" W in the SE corner of the NE 1/4 of Section 21, Twp. 51 N, R 4 WBM; thence west a distance of 638.61 feet to a point; thence south a distance of 973.13 feet to the existing West right-of-way of Atlas Road; thence west approximately 2 4/10 miles** to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20,T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271 CURRENT LEGAL BOUNDARY

THE BOARD OF TRUSTEES 1000P

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 1½ miles to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of

Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1 ½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:

PROPOSED BOUNDARY

SDE

Kootenai County, Idaho

MapTile Location within Township

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

N W E S

THIS DRAWING IS TO BE USED FOR REFERENCE PURPOSES ONLY. THE COUNTY IS NOT RESPONSIBLE FOR ANY INACCURRACIES CONTAINED HEREIN.

Map Revisions

12/26/08 - JB
Pin 0-3560-21-243-AA out to R/W (09)

01/12/09 - TH
0-3560-21-243-AA (now H-4050-21-243-AA) annexed into City of Hayden per Ord #462 (09)

05/15/09 - VMW
H-4050-21-243-AC out of 243-AA (10)

11/27/09 -TH
0-3560-21-244-AA & 244-AB (now H-4050-21) annexed into City of Hayden per Ord #473 (10)

01/25/13 - TH
H-4050-21-243-AA & 243-AC platted into FAMILY DREAMS SUB (13)

Notes:

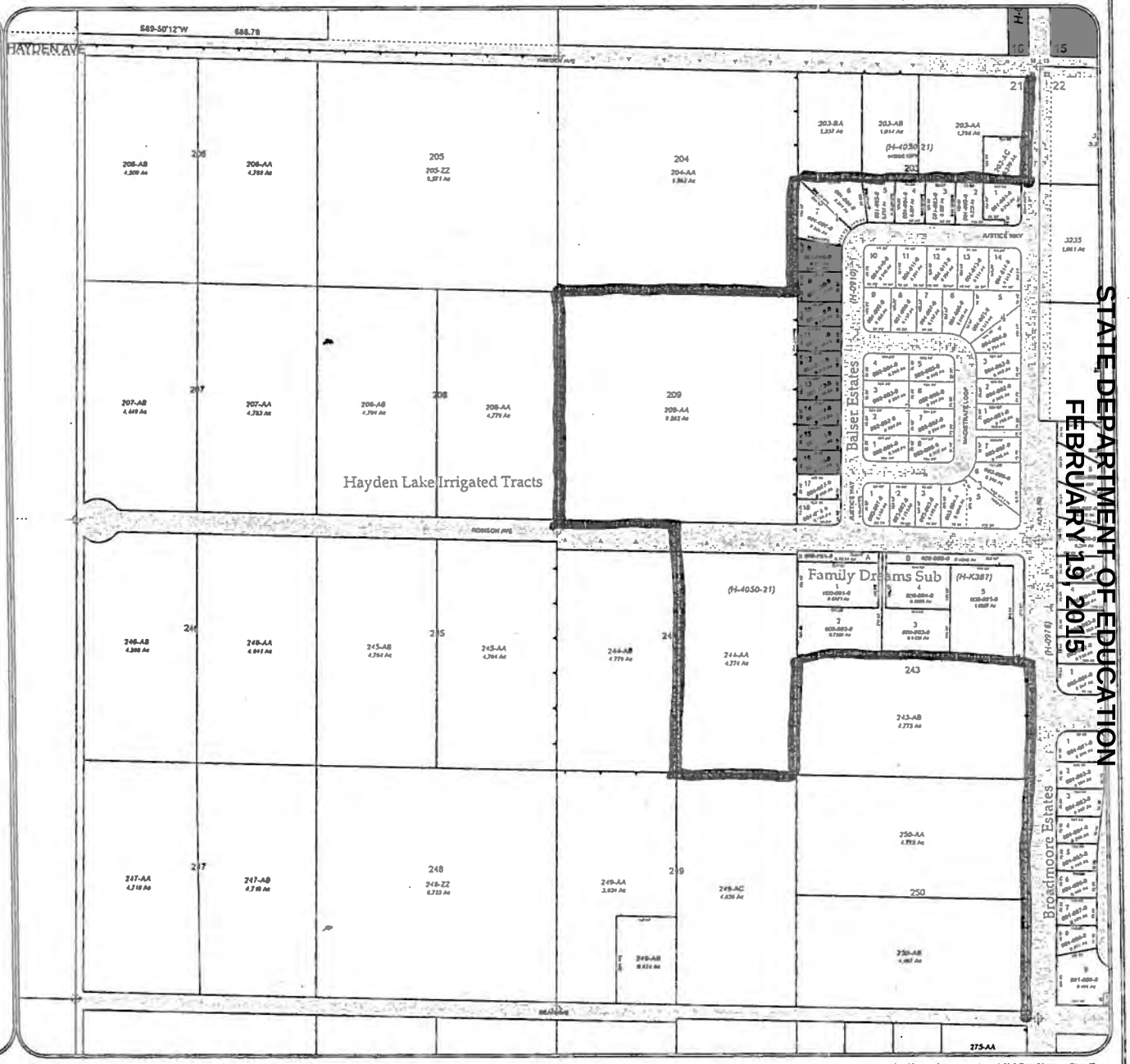
Parcel areas have been calculated by traverse closure when sufficient information has been available. Area shown is Net Assessable Area; Right-of-Way, where applicable, has been subtracted. Distances and curve lengths less than 50' may not be shown due to scale limitations. Dimensions in parenthesis denote record and/or platted lot dimensions.

LOCATION OF ROADS SHOWN ARE BASED ON ADDRESSABLE ROAD INFORMATION AND MAY OR MAY NOT BE PUBLIC.

Parcel Identification Number (PIN) are comprised as follows:
Platted: Sub-code and Parcel ID# ex. C-3510 and 021-099-C — Resulting PIN = C-3510-021-099-C or C3510021999C
Unplatted: TwpRngSec and Parcel ID# ex. SON04W-16 and 7950 — Resulting PIN = SON04W-16-7950 or SON04W167950

Legend

(C-5357) Sub-code
001-001-A Parcel ID# (PIN)
TaxParcels
LegalAreas
Road RW
Private Roads
Plat Boundaries
Railroad
City Limits
GCDB_Corners
GCDB_Lines



STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015

TAB 6 PAGE 29

Maptile: 51N04W21NE

NE Sec. 21 Twp 51 N. R. 4 W. B. M.

Lakeland Joint School District No. 272 2011 Trustee Zones

PROPOSED

7/15/11

Lakeland Joint School District No. 272
School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅛ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W;

(Continued Next Page)

thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south 1/16 miles; thence West 1/8 miles; thence South 1/16 miles; thence South 1/16 miles; thence West 1/8 miles; thence South 1/8 miles; thence East 1/16 miles; thence South 1/8 miles; thence East 1/16 miles; thence North 1/16 miles; thence East 1/8 miles to thc East linc of Section 21; thence South 3/16 miles to the SE corner of the NE ¼ of Section 21, T51N, R4W; thence west 3 miles to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20, T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½ mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271 Proposed

THE BOARD OF TRUSTEES 1000P

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north 3/16 *miles; thence leaving said Section 21, West 1/8 miles; thence South 1/16 miles; thence West 1/16 miles; thence North 1/8 miles; thence West 1/16 miles; thence North 1/8 miles; thence East 1/8 miles; thence North 1/16 miles; thence East 1/8 miles; to the East line of Section 21;said township and range; thence North 1 1/16 miles* approximately to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N,

R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:

SIGN IN SHEET

Hearing on Petition to excise territory from Lakeland School District No. 272
And annex said territory into Coeur d' Alene, School District No. 271
Atlas Elementary
December 17, 2014

Name	Address	Will you be offering live testimony?
Matt Handeman	Cdl School District 1400 N. Northwood Ctr Ct 83814	Yes (No)
Scott Krajack	2605 W. Hayden Ave, Hayden, ID 83835	(Yes) No
Tom Hearn	Cdl School Dist 1400 N. Northwood Ct 83814	Yes (No)
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No

Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

October 9, 2014

Tom Luna, Superintendent of Public Education
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

RE: Idaho Code 33-308 Petition to Excise property from Lakeland School District No. 272 and annex the same to Coeur d'Alene School District No. 271

Dear Superintendent Luna,

Please be advised that the Board of Trustees of Coeur d'Alene School District No. 271, at a duly noticed and constituted meeting held on October 6, 2014, reviewed the Petition of Petitioners, a copy of which is enclosed, before five members of the Board of Trustees. By Motion, second and unanimous vote, the Board of Trustees approved the petitioners request for annexation.

If you have additional questions, please feel free to contact me. Thank you.

Sincerely,

Lynn Towne
Clerk of the Board

Enclosures: Petition for Annexation

Public Comment on Non-Agenda Items:
Greta Gissell, Coeur d'Alene shared results of KIDS Camp held at Fernan this summer. The primary goal is to reduce the summer slide in literacy. The data shows that students increased comprehension. They hope to offer this again in years to come. Board members would like to see additional data.
Doug Jaworsky, Coeur d'Alene is the President of the EXCEL Foundation. The Big Event is coming up on November 15. The Board will approve 51 grants totaling $110,000 this evening.

Superintendent's Report – Mr. Handelman sent information about webinars being offered through Eberharter Maki Law Office in Boise. Board members should let Clerk Lynn Towne know if interested in registering. Building Administrators are starting a book study "How to Grade for Learning". Consultant, Steve Wessler was here last week to train trainers who will work with small groups of students as we continue our anti-bullying efforts.

Board of Trustees Comments:
Tom Hearn spoke about the upcoming ISBA State Convention in November. He recently attended the Executive Board meeting as Region 1 Vice-Chair.

Approval of **Consent Agenda** Items:

A. Personnel
B. Approve Provisional Authorization .5 Science Teacher
C. Approve Accounts Payable Check List
D. Approve Special Education Contracts
E. Approve LCHS request to travel/Journalism Student trip in Washington DC
F. Approve Minutes from Student Hearings (9/18/14)
G. Approve EXCEL Grant recommendations for 2014-15 school year

Motion by Mr. Hearn to approve the consent agenda, second by Mr. Eubanks, passed 5-0.

Annexation Process & Possible Future Request – Mr. Handelman spoke about the Balser Estates Annexation process that took place in 2012. There are some nuances with the code that create a difficult process. A request from residents of West Landings is forthcoming. The benefits are an increase to the tax base. A challenge in that area of the district is finding space for new students. Both sides need to be looked at before the Board should make a decision. The district will need new schools in the Northwest portion of the district.

Request for Annexation – Scott Krajack of Viking Construction is the developer of 20 acres next to Balser Estates. Two homes exist currently in the area with no school age children. He feels as new homes are built, growth will be slow in terms of new students. It will take approximately two years to complete approximately 40 homes. Board members felt this was a good problem to have. Mr. Hamilton recommended looking at attendance zones very soon in light of overcrowding at the northern schools. Motion by Mr. Hamilton to recommend the annexation of Gianna Estates as presented, second by Mr. Hearn, passed 5-0.

Construction Update – Mr. Wardell presented an update of projects nearing completion as well as construction at Winton.

October 3rd, 2014

To:
School District 271
School District 272

We are requesting an area to be annexed into School District 271 and excised from School District 272. The legal names of the school districts, the current and proposed legal description of each school district, and the current and proposed map of the boundary are attached to this letter.

The reason for this request is that the area in question is physically located much closer to the District 271 schools than the District 272 schools. Atlas Elementary is within walking distance to this area. The neighboring subdivision, Balser Estates, went through this process in 2012 and was approved to switch from School District 272 to School District 271.

Currently there are no school age children residing within this area. The acreage on the north side of Robison is proposed to be a subdivision. We estimate this area will have approximately twenty school age children. The 4.774 acre piece on the south side of Robison is proposed as a single family home, and the owners have five children. The remaining 5 parcels, called the "Family Dream Sub" are estimated to have potentially 6 school age children.

We believe that it is in the best interest of the children that will be residing in this area to go to school in their own neighborhood and city.

Thanks for your attention in this matter,

Nate

Nate Grossglauser
3501 West Robison Ave
Hayden, ID 83835

JIM BRANNON
KOOTENAI COUNTY CLERK
VOTER REGISTRATION OFFICE
1808 N 3RD ST
COEUR D'ALENE ID 83814
PHONE: 208-446-1030 FAX: 208-446-2184

VERIFICATION OF REGISTRATION

Grossglauser Nathaniel John
3501 W ROBISON AVE
HAYDEN ID 83835 7671

Date of Notice: 10/06/2014
Voting Precinct: 18
Vote at: NEW LIFE COMMUNITY CHURCH
6068 W HAYDEN AVE
RATHDRUM, ID 83858

Your application to register to vote has been received and accepted. You have designated a party affiliation of **Republican**. If you did not designate a party affiliation, you are automatically designated as Unaffiliated pursuant to 34-411, Idaho Code. Indicated above is your voting precinct and location where you will vote.

Remember, EVERY election is important to your future. Each citizen who takes advantage of this privilege makes a difference. It is a way to voice your opinion and I hope that you will continue to exercise this right. If you have any questions about this notice, please contact the County Clerk of:

County: KOOTENAI
Address: 1808 N 3RD ST
COEUR D'ALENE ID 83814
Telephone: 208-446-1030

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES 1010

Organization and Classification

The legal name of the School District will be Coeur d'Alene School District No. 271, Kootenai County, State of Idaho. The administrative offices of the School District are located at 1400 N. Northwood Center Court, Coeur d'Alene, Idaho 83814. The District is classified as a K-12 school district giving instruction to pupils in grades k (kindergarten)/one (1) through twelve (12).

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: November 4, 2013
Revised on:

Lakeland Joint School District No. 272

THE BOARD OF TRUSTEES 1010

Organization and Classification

The legal name of this District is Lakeland Joint School District No. 272, Kootenai County, State of Idaho. The District is classified as: A joint school district.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of school districts.
	I.C. § 33-305	Naming and numbering school districts.
	I.C. § 33-506	Organization and government of board of trustees.

Policy History:
Adopted on: August 13, 2007
Revised on:

EXHIBIT "A"
ANNEXATION DESCRIPTION

A parcel of land being Tract 209; the E ½ of Tract 244 per the plat of Hayden Lake Irrigated Tracts as recoded in book D at pages 66 & 67 and The Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A, records of Kootenai County, lying in the Northeast Quarter of Section of 21, Township 51 North, Range 4 West, Boise Meridian, City of Hayden, Kootenai County, Idaho and being more particularly described as follows:

Commencing at the northeast corner of the northeast quarter being a 3 ½" aluminum cap per CP&F instrument number 1832264 from which the East quarter corner of said section 21 bears S 00°50'20"W a distance of 2645.94 feet; Thence, along the East line of said northeast quarter S 00°50'20"W a distance of 330.74 feet to a point; Thence leaving said East line along the existing Coeur d' Alene School District boundary N 88°30'30"W a distance of 658.32 feet; Thence, continuing along the existing Coeur D' Alene School District boundary S 00°50'25"W a distance of 331.14 feet to the **True Point of Beginning**.

Thence, continuing along said school boundary S00°50'25"W a distance of 662.03 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 628.65 feet to the West right-of-way of Atlas Road;

Thence, leaving existing Coeur D Alene School District Boundary, along said West right-of-way of Atlas Road, S00°50'25"E a distance of 340.79 feet to the southeast corner of the Amended plat of Family Dream Estates recorded under Book K at pages 442 and 442A;

Thence, leaving said West right-of-way, S88°36'53"E a distance of 628.63 feet to the intersection of the East line of Tract 244;

Thence, along said East boundary of Tract 244, S00°50'14"W a distance of 321.05 feet to the southeast corner thereof

Thence, along the South boundary of Tract 244, N88°38'35"W a distance of 329.33 feet to the southwest corner of the East ½ of Tract 244;

Thence, along the West boundary of the E ½ of Tract 244, N00°50'18"E a distance of 662.44 feet to the centerline of Robison Road;

Thence, along said centerline, S88°35'11"E a distance of 329.45 feet to a point

Thence, leaving said centerline, N00°50'34"E a distance of 662.61 feet to the northwest corner of Tract 209;

Thence, along the North line of said Tract 209, S88°32'10"E a distance of 658.65 feet to the **True Point of Beginning.**

Lynn M. Towne

From: Scott Krajack - Viking <scott@vikinghomes.com>
Sent: Friday, October 03, 2014 2:29 PM
To: Lynn M. Towne
Subject: FW: Coeur D Alene School District annexation legal
Attachments: SCHOOL ANNEXATION DESCRIPTION2.docx; Coeur D Alene School Annexation.pdf

Scott Krajack
Estimating Manager
Viking Construction
scott@vikinghomes.com
208-762-9106

From: Chad Johnson [mailto:johnsonsurveying@yahoo.com]
Sent: Monday, August 25, 2014 3:49 PM
To: Scott Krajack - Viking
Subject: Coeur D Alene School District annexation legal

Scott,

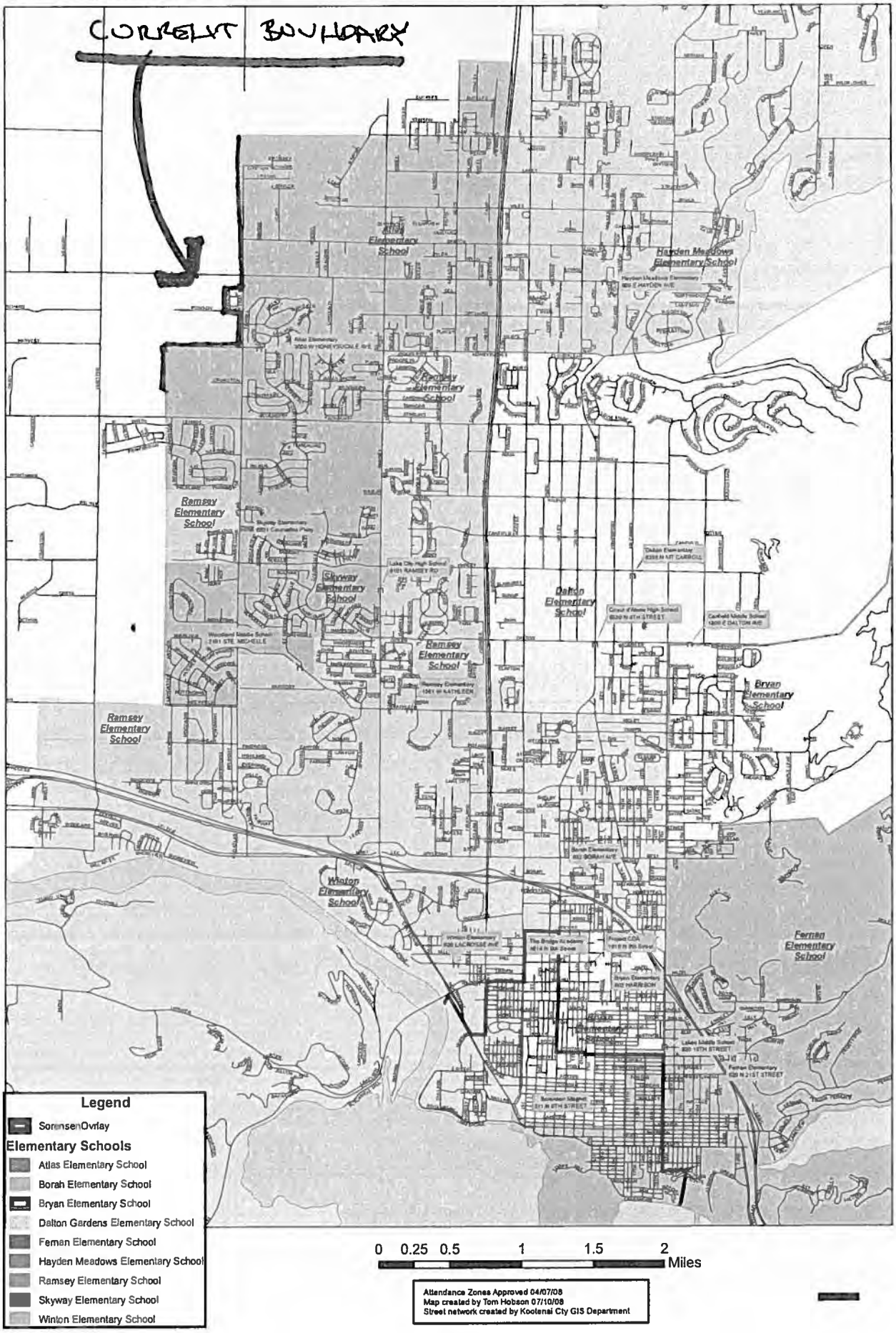
I'm guessing I need two of these one for the de-annexation from Lakeland also or can they use this for both?

Let me know, I will have Obsidian Legal shortly.

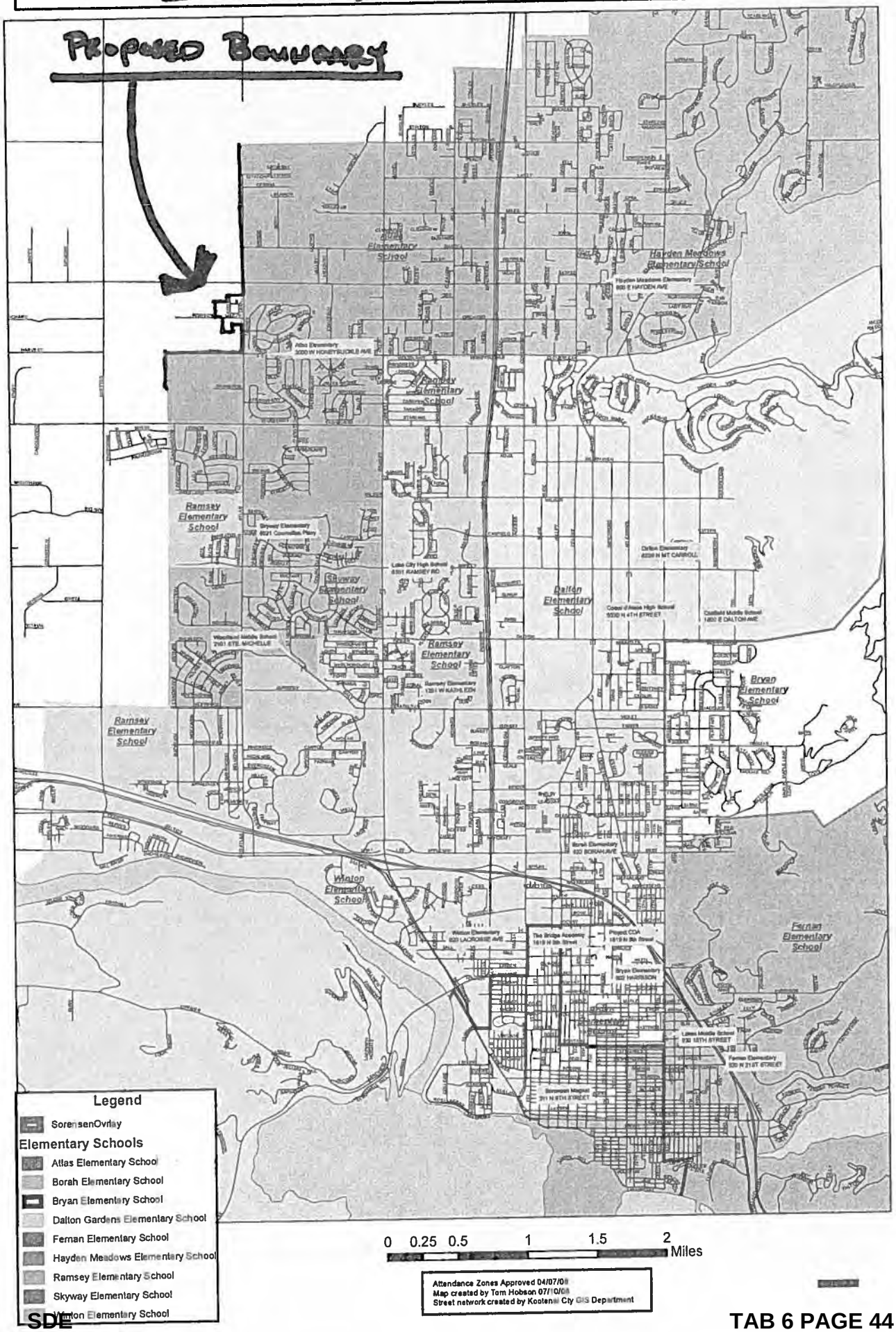
Chad Johnson, PLS

Johnson Surveying
Cell 208-660-2351
Post Falls, Idaho

SD271 Elementary School Attendance Zones



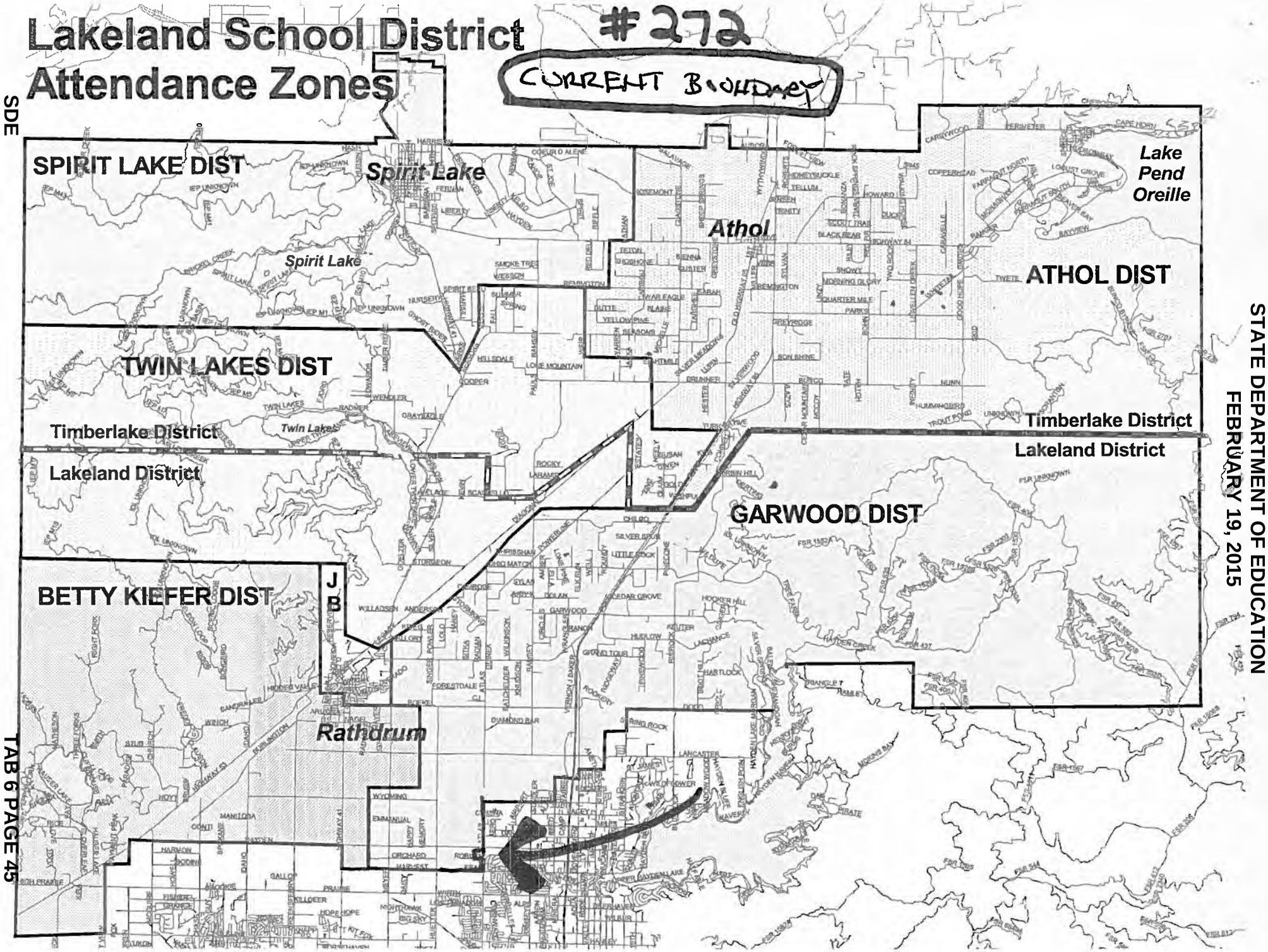
SD271 Elementary School Attendance Zones



Lakeland School District Attendance Zones

#272

CURRENT BOUNDARY



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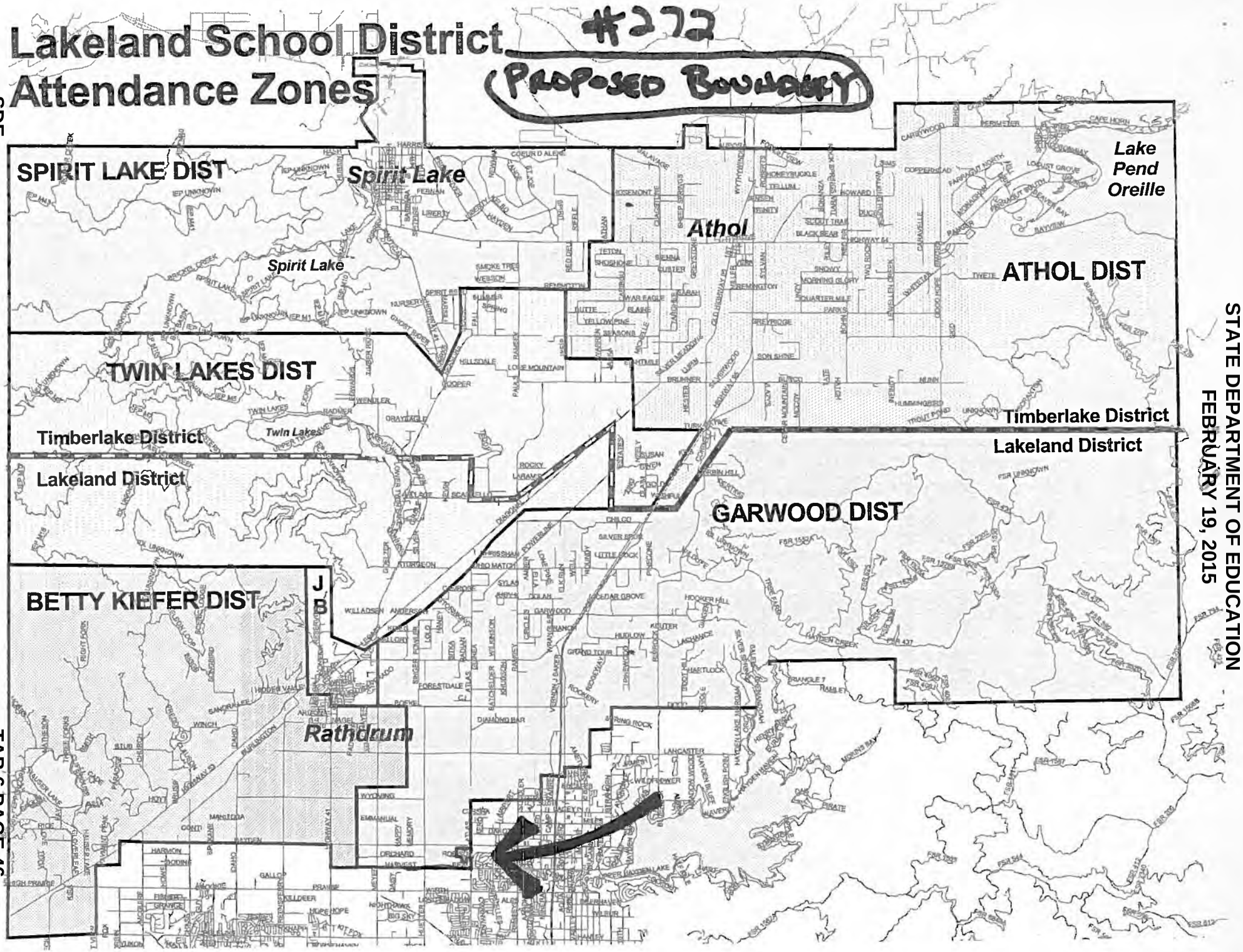
TAB 6 PAGE 45

STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015

Lakeland School District Attendance Zones

#272 (PROPOSED BOUNDARY)



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TAB 6 PAGE 46

STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015

EXISTING BOUNDARY

Kootenai County, Idaho

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

N
W E
S

THIS DRAWING IS TO BE USED FOR REFERENCE PURPOSES ONLY. THE COUNTY IS NOT RESPONSIBLE FOR ANY INACCURRACIES CONTAINED HEREIN.

Map Revisions

12/26/08 - JB
Pin 0-3560-21-243-AA out to R/W (08)

01/12/09 - TH
0-3560-21-243-AA (now H-4050-21-243-AA) annexed into City of Hayden per Ord #462 (09)

05/15/09 - VMW
H-4050-21-243-AC out of 243-AA (10)

11/27/09 -TH
0-3560-21-244-AA & 244-AB (now H-4050-21) annexed into City of Hayden per Ord #473 (10)

01/25/13 - TH
H-4050-21-243-AA & 243-AC platted into FAMILY DREAMS SUB (13)

Notes:

Legend

SDE

TAB 6 PAGE 47

NE

HAYDEN AVE

S89-50'12"W 685.79

Family Dreams Sub (H-K387)

STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015

NE Sec. 21 Twp 51 N. R. 4 W. B. M.

CURRENT [redacted] Legal Boundary

Lakeland Joint School District No. 272 2011 Trustee Zones 7/15/11
JP Stravens Planning Associates, Inc.

Lakeland Joint School District No. 272

School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅓ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W; thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south **approximately 9/10 mile to a point S 88° 30' 58" W in the SE corner of the NE 1/4 of Section 21, Twp. 51 N, R 4 WBM; thence west a distance of 638.61 feet to a point; thence south a distance of 973.13 feet to the existing West right-of-way of Atlas Road; thence west approximately 2 4/10 miles** to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20,T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271 CURRENT LEGAL BOUNDARY

THE BOARD OF TRUSTEES **1000P**

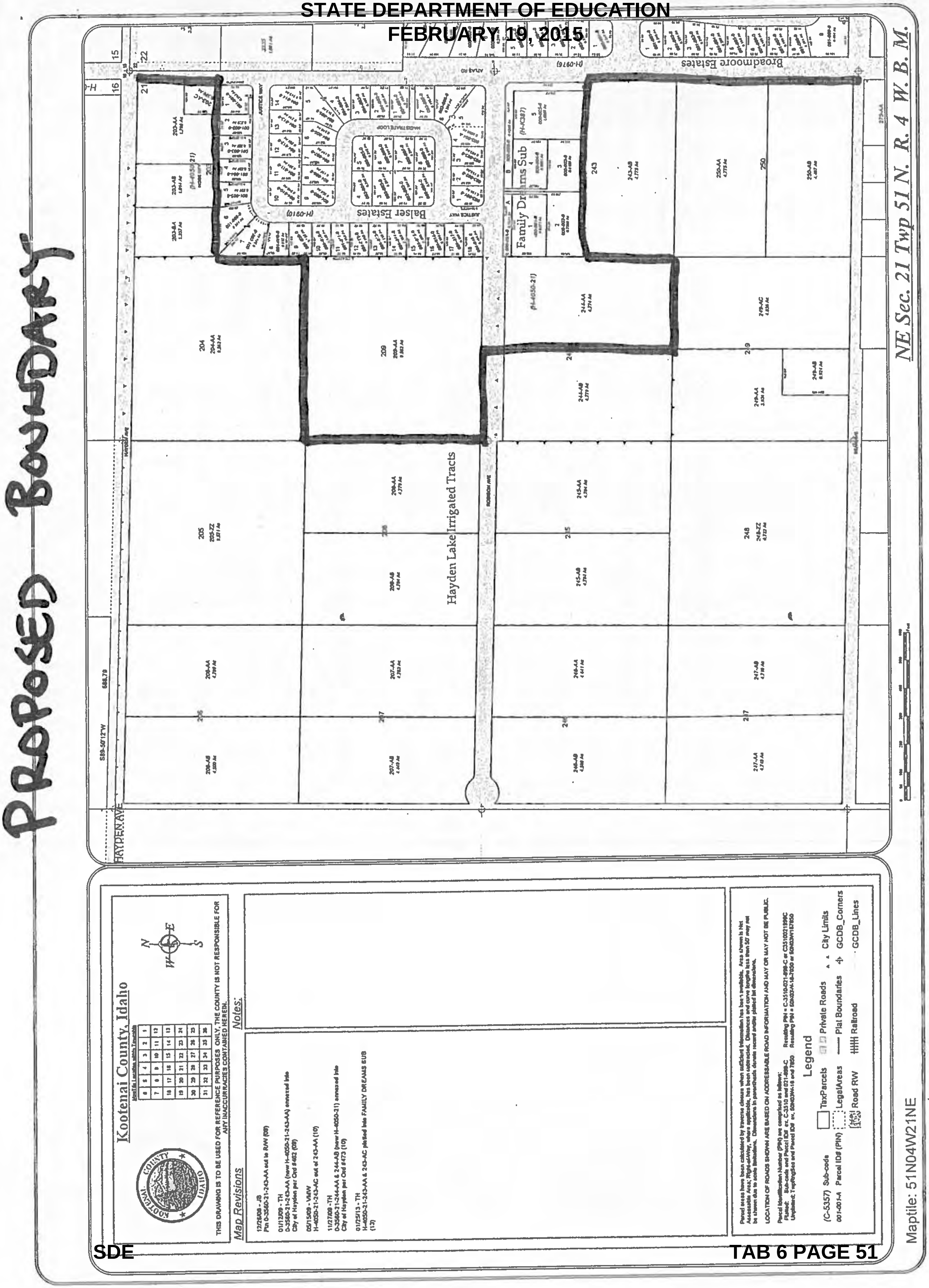
Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 1½ miles to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of

Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:


PROPOSED BOUNDARY
NE Sec. 21 Twp 51 N. R. 4 W. B. M.
Broadmoore Estates
Balser Estates
Family Dreams Sub
Hayden Lake Irrigated Tracts
HAYDEN AVE
S89-50'12"W 588.78
Kootenai County, Idaho
THIS DRAWING IS TO BE USED FOR REFERENCE PURPOSES ONLY. THE COUNTY IS NOT RESPONSIBLE FOR ANY INACCURACIES CONTAINED HEREIN.
Map Revisions
Notes:
Legend
TaxParcels
LegalAreas
Road RW
Private Roads
Plat Boundaries
Railroad
City Limits
GCDB_Corners
GCDB_Lines
Maptile: 51N04W21NE

Lakeland Joint School District No. 272 2011 Trustee Zones

PROPOSED

7/15/11

Lakeland Joint School District No. 272
School District Legal Description

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T 54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ⅞ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3⅛ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¾ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W;

(Continued Next Page)

thence west 1½ miles to the SE corner of Section 9, T51N, R4W; thence south 1/16 miles; thence West 1/8 miles; thence South 1/16 miles; thence South 1/16 miles; thence West 1/8 miles; thence South 1/8 miles; thence East 1/16 miles; thence South 1/8 miles; thence East 1/16 miles; thence North 1/16 miles; thence East 1/8 miles to thc East line of Section 21; thence South 3/16 miles to the SE corner of the NE ¼ of Section 21, T51N, R4W; thence west 3 miles to the SW corner of the NW ¼ of Section 19, T51N, R4W; thence north ½ mile to the SE corner of Section 13, T51N, R5W; thence west 4½ miles to the NW corner of NE ¼ of Section 20, T51N, R5W; thence south ½ mile to the center of Section 20, T51N, R5W; thence west ½ mile to the NE corner of the SE ¼, Section 19, T51N, R5W; thence south 1½ miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.

Coeur d'Alene School District No. 271 PROPOSED

THE BOARD OF TRUSTEES **1000P**

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north 3/16 *miles; thence leaving said Section 21, West 1/8 miles; thence South 1/16 miles; thence West 1/16 miles; thence North 1/8 miles; thence West 1/16 miles; thence North 1/8 miles; thence East 1/8 miles; thence North 1/16 miles; thence East 1/8 miles; to the East line of Section 21;said township and range; thence North 1 1/16 miles* approximately to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately l mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N,

R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:

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SUBJECT

Recommendation from the Bias and Sensitivity Committee to remove an audio clip and/or one test question from the ISAT assessments.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-134, Idaho Code - Assessment item review committee

REFERENCE

July 1, 2014	Senate Bill 1396 became effective as Idaho Code § 33-134. The law requires for organization of a review committee comprised of Parents, Teachers, and School Board Members and Administrators representing public and charter schools in all six (6) regions.
November 24, 2014	The Board appointed thirty (30) committee members for a two (2) or four (4) year term. A list of ninety (90) were appointed to do a one-time review. An alternate list comprised of sixty-three (63) was also appointed to replace one of the original thirty (30), if needed.

BACKGROUND/DISCUSSION

In accordance with Idaho Code § 33-134, AIR and SDE established a review committee intended to ensure that parents of students, teachers, administrators and school board members, in Idaho's public education system have the opportunity to review the types and kinds of questions that are used on the state assessments. The law required a committee of thirty individuals representing each of the six education regions of the state to review all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to the state board of education and the state department of education to revise or eliminate summative computer adaptive test questions from state assessments.

ATTACHMENTS

BOARD ACTION

I move to approve the removal of audio clip per the recommendation of the committee members on their report, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the removal of the test question per the recommendation of the committee members on their report.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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650 W. STATE STREET
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FAX: 208-334-2228
SPEECH/HEARING
IMPAIRED: 1-800-377-3529

Background and Introduction

In accordance with Idaho Code § 33-134, the Idaho State Board of Education established a review committee intended to ensure that parents of students, teachers, administrators and school board members, in Idaho's public education system have the opportunity to review the types and kinds of questions that are used on the state assessments. The law requires a committee of thirty individuals representing each of the six educational regions of the state annually review all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education to revise or eliminate summative computer adaptive test questions from statewide assessments. According to the law, a committee of 30 Idaho residence shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors.

Pursuant to this law, 33,655 items (16,949 English Language Arts and 16,706 Mathematics) items required committee review. Following recommendations by the Idaho Technical Advisory Committee (TAC), each item was recommended to be reviewed by at least three committee members at random with group discussion of all items that received a 2/3rd vote from the committee indicating there were bias and sensitivity concerns. In order to accomplish this work in one week, the Idaho State Department of Education (SDE) along with their subcontractor, the American Institutes for Research (AIR), determined two committee meetings would be required. The first committee would be comprised of approximately 120 individuals who would review the 33,655 items during a meeting held in Boise on December 15-19, 2014. Once trained in bias and sensitivity concerns (Attachment 2 and Attachment 3), individuals were instructed to flag items for possible follow-up review and discussion. Figure 1 illustrates the Content Rater Interface in which panelists would view the item, flag it if necessary and add a comment. After finalizing the large group review to include only those items that received multiple flags, a second review was conducted. In Round Two, the 30 panelists reviewed the multi-flagged items again. Items which were flagged by 1/3 (10 members) of the smaller committee, moved onto Round Three which consisted of the 30 committee members who would reconvene in January to discuss the items as a group and to determine the final list of items to be recommended to the State Board of Education for consideration to be rejected from the Spring 2015 summative computer adaptive tests.

The SDE recruited 167 volunteers with nearly 80 participants attending the December 2014 meeting. Outreach was done via newsletter, webex, face-to-face meetings and direct emails to teachers, parent groups, principals, superintendent and school board members. Of the 167 people who initially volunteered, many were unable to attend the week-long training. Of the nearly 80 who did attend, all six regions of Idaho and 42 cities were represented. For the

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committee of 30, all six regions and 25 cities were represented including 10 teachers, 9 parents, 6 administrators and 5 school board members.

Process and Training

For ease of assignment and review by the committee, AIR organized the items into batches broken down by grade and subject. 75 English Language Arts (ELA) batches and 49 Mathematics batches were created by AIR prior to the December committee meeting. To create the Mathematics and ELA batches for December committee review, all Interim Item IDs were identified and excluded. To create the Mathematics batches the items were sorted by grade and then by Item ID. The 16,706 Mathematics items were then assembled into forty-nine batches. Forty-eight of those batches contained 341 items. The forty-ninth batch contained 338 items. Each of the forty-nine Mathematics batches was then randomly assigned to three different committee members. To create the ELA batches the items were sorted by grade and then by Item ID. The 16,949 ELA items were assembled into seventy-five batches. Seventy-four of those batches contained 226 items. The seventy-fifth batch contained 225 items. Each of the seventy-five ELA batches was then randomly assigned to three different committee members.

AIR configured the Item Tracking System to create the "Bias and Sensitivity Review" in the Content Rater Interface so that committee members could electronically submit feedback about each item. As shown in Figure 1, the Content Rater Interface displayed the item with a click to enlarge box that contained the Item Rating Question (with Comment Boxes for feedback), Item Overview (which included item alignment information), and the Item Content Web preview which is a rendering of the item as it would appear to the student during administration. In addition, the Content Rater interface contained one question for the committee to answer: "Bias and Sensitivity: Meets Criteria". A response of "Yes" or "No" was required for each item; if individuals determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and as per the AIR L.A.B.S. guidelines (Attachment 3), then the panelist would select "No" and would be required to provide a comment explaining the reasoning.

Prior to the committee meeting, AIR created usernames and passwords for each committee member within the Item Tracking System. AIR loaded and, at random, pre-assigned several batches for each committee member to review. To meet the goal of completing all batches by the end of a single week, committee members were instructed to ask for additional batches as they completed and submitted their assignments.

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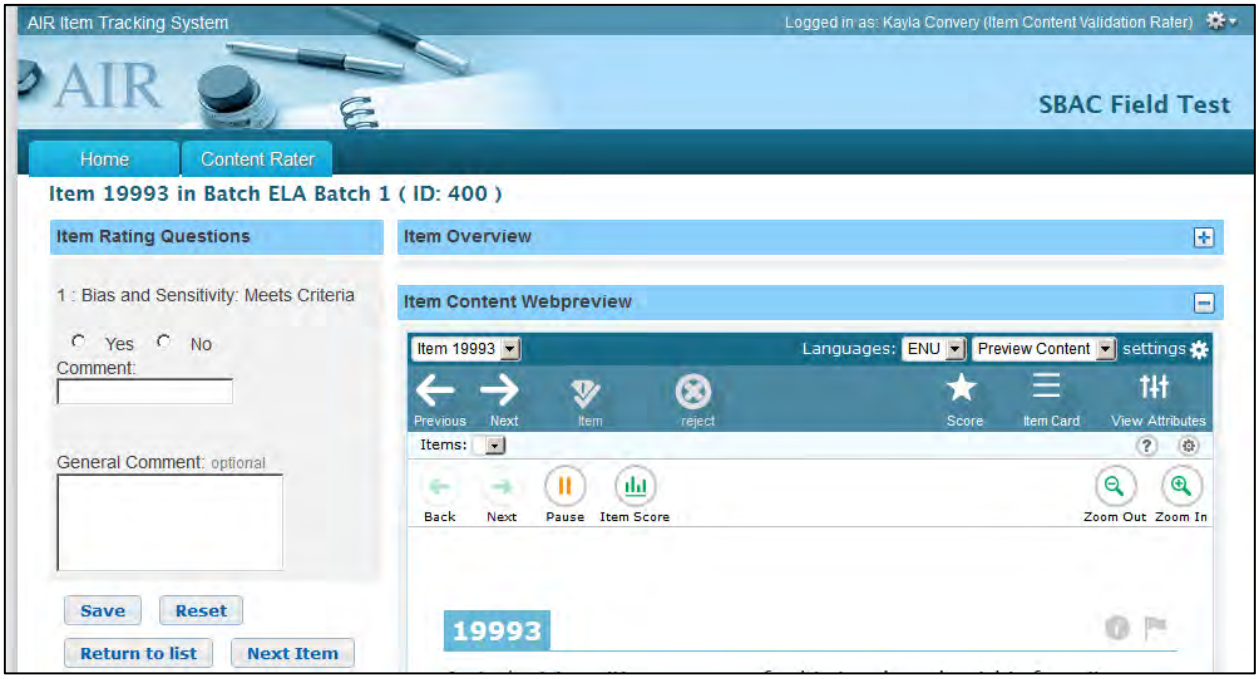
Figure 1. Content Rater Interface



In order to train the committee on bias and sensitivity guidelines, AIR created and presented the "Idaho Bias & Sensitivity Review" PowerPoint presentation (Attachment 2). Additionally, AIR provided a handout titled "Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines" (Attachment 3) that committee members were able to reference during their reviews.

Upon completion of the Bias and Sensitivity training, the committee was trained on how to log into the Item Tracking System to use Content Rater Interface to submit their feedback on each item electronically.

December Meeting Summary

AIR set up computers in a classroom-style room arrangement in order to facilitate individual reviews by the panelist. The Superintendent of Public Instruction, Tom Luna, began the December meeting by presenting the "Achievement Level Setting: Establishing a new baseline for college and career readiness standards" video to the committee (https://www.youtube.com/watch?v=bW_yGf4BB1E). Senator Dean Mortimer, Senator Steven Thayne and State Board Member Debbie Critchfield were in attendance.

In order to monitor the committee's progress, AIR provided daily progress reports to SDE for review each morning. The committee reviewed all items at a faster pace than anticipated allowing the meetings to adjourn one day early.

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At the conclusion of the December meeting all 33,655 items were reviewed by at least three committee members. In order to determine which items would be reviewed by the small group of thirty committee members, AIR identified the Item IDs which had been flagged by two or more committee members. Specifically, an item was flagged when a committee member answered "No" to the "Bias and Sensitivity: Meets Criteria" question. Therefore, an item with "Zero Flags" means that none of the committee members answered "No" to the "Bias and Sensitivity: Meets Criteria" question when they reviewed the item. An item with "One Flag" means that one of the committee members answered "No". An item with "Two Flags" means that two of the committee members answered "No". An item with "Three Flags" means that three of the committee members answered "No". As advised by Idaho's TAC, only the items with two or three flags would be reviewed by the smaller group of 30. A detailed summary of the December meeting's results is given below in Table 1.

Table 1. Results of Large Group December Meeting

Results of December Meeting - Large Group Parent Bias and Sensitivity Review

	Total Items Reviewed	Number of Items with Zero Flags	Number of Items with One Flag	Number of Items with Two Flags	Number of Items with Three Flags
ELA	**16949**	16204	714	30	1
MATH	**16706**	16252	404	48	2
TOTAL	**33655**	**32456**	**1118**	**78**	**3**

Figure 2 below is a graph of the number of reviewers that flagged a particular percentage of the Mathematics and ELA items they reviewed during the December meeting. From the graph, it can be noted that a significant majority flagged between zero and one percent of the items (25 and 30 panelists, respectively). One reviewer flagged 7% of all of the Mathematics and English Language Arts items he/she reviewed.

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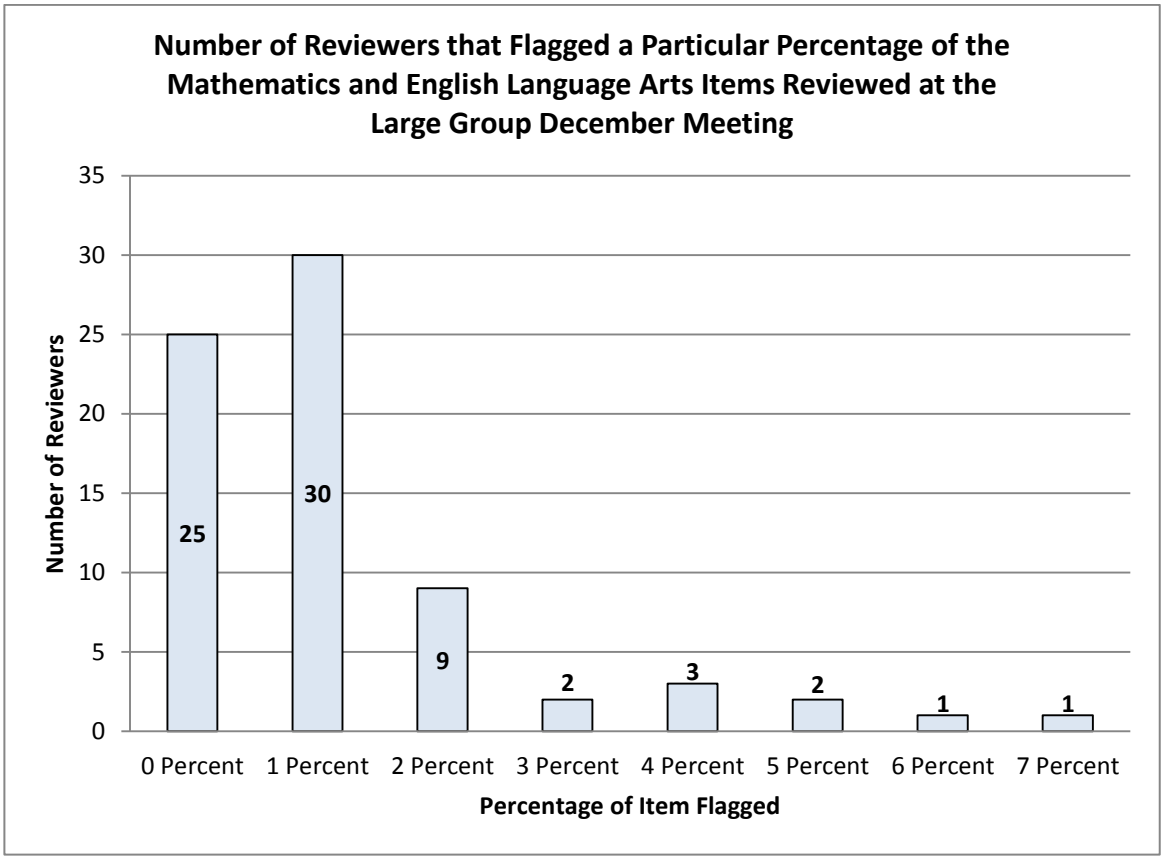
Figure 2. Number of Reviewers that Flagged a Particular Percentage of Items



At the conclusion of the December meeting, SDE conducted a 12-question survey to gather feedback on the process and experience (Attachment 4 and Attachment 5). SDE also provided the committee members the opportunity to participate in an interview which was made into a short video: http://youtu.be/EUYzwh6c4I8.

January Meeting Summary

Due to the shorter than expected time to review all of items in December, the smaller group of 32 individuals who were recruited to be a part of the group discussion meeting scheduled for January were able to start Round Two of item review in December. This small group of 32 was asked to conduct another individual review on each item that was flagged by two or more members from the larger group. The large group had multi-flagged a total of 31 ELA items and 50 math items for review by the smaller group and a batch of the 81 multi-flagged items was created. The small group committee members used the same Content Rater Interface and were asked to answer the same "Bias and Sensitivity: Meets Criteria" question. A response of "Yes" or "No" was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he or she answered the "Bias and Sensitivity: Meets Criteria" question "No", and entered a comment explaining his/her reasoning.

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A detailed summary of the results of the 'pre-vote' conducted by the small group of 32 committee members in December is below in Table 2 (ELA) and Table 3 (Math).

Table 2. Results of Small Group Analysis – ELA Items

Idaho ELA Bias and Sensitivity Pre-Vote

Results of Small Group Analysis

Item Identifier	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
101	18	14	32
102	17	15	32
103	20	12	32
104	21	11	32
105	21	11	32
106	20	12	32
107	28	4	32
108	25	7	32
109	25	7	32
110	30	2	32
111	25	7	32
112	25	7	32
113	25	7	32
114	25	7	32
115	23	9	32
116	25	7	32
117	25	7	32
118	24	8	32
119	20	12	32
120	24	8	32
121	26	6	32
122	11	21	32
123	25	7	32
124	24	8	32
125	25	7	32
126	31	1	32
127	26	6	32
128	20	12	32
129	26	6	32

Number of ELA Items Flagged by 2/3 of the Smaller Group as Being Biased *i.e., 22 or more of Smaller Group Participants answered "No"*	**0**
Number of ELA Items Flagged by 1/2 of the Smaller Group as Being Biased *i.e., 16 or more of Smaller Group Participants answered "No"*	**1**
Number of ELA Items Flagged by 1/3 of the Smaller Group as Being Biased *i.e., 10 or more of Smaller Group Participants answered "No"*	**10**

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Item Identifier	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
130	25	7	32
131	21	11	32

Table 3. Results of Small Group Analysis – MATH Items

Idaho MATH ELA Bias and Sensitivity Pre-Vote

Results of Small Group Analysis

Item Identifier	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
201	32	0	32
202	28	4	32
203	29	3	32
204	29	3	32
205	24	8	32
206	23	9	32
207	29	3	32
208	29	3	32
209	28	4	32
210	29	3	32
211	31	1	32
212	29	3	32
213	21	11	32
214	32	0	32
215	31	1	32
216	28	4	32
217	31	1	32
218	28	4	32
219	29	3	32
220	28	4	32
221	22	10	32
222	26	6	32
223	26	6	32
224	27	5	32

Number of MATH Items Flagged by 2/3 of the Smaller Group as Being Biased *i.e., 22 or more of Smaller Group Participants answered "No"*	**0**
Number of MATH Items Flagged by 1/2 of the Smaller Group as Being Biased *i.e., 16 or more of Smaller Group Participants answered "No"*	**0**
Number of MATH Items Flagged by 1/3 of the Smaller Group as Being Biased *i.e., 10 or more of Smaller Group Participants answered "No"*	**9**

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Item ID	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Grand Total
225	30	2	32
226	29	3	32
227	26	6	32
228	25	7	32
229	27	5	32
230	31	1	32
231	31	1	32
232	21	11	32
233	21	11	32
234	21	11	32
235	20	12	32
236	27	5	32
237	29	3	32
238	29	3	32
239	26	6	32
240	22	10	32
241	27	5	32
242	28	4	32
243	24	8	32
244	21	11	32
245	21	11	32
246	29	3	32
247	28	4	32
248	24	8	32
249	23	9	32
250	27	5	32

An analysis of the 'pre-vote' from Round Two was conducted by SDE. It was determined that only the items that were flagged by at least 1/3rd of the small group participants would be openly discussed and reviewed again at the January meeting. Based on this information, the group of 30 committee members, as required by law, would review ten ELA items and nine Math items at the January meeting.

The structure for the January committee was as follows: all members conducted an anonymous 'pre-vote' consisting of individual reviews of the flagged list provided by the larger group to determine initial concerns about bias and sensitivity in these items (pre-vote conducted

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in December); items that were flagged by 1/3rd of the small group committee members from the 'pre-vote' were discussed by the small group; all members conducted an anonymous 'post-vote' after discussion was adjourned; results of the 'post-vote' were shown to the small group and recorded by the AIR facilitators.

Items that received a 2/3rd vote at the end of the 'post-vote' will be sent to the State Board of Education for consideration in removing from the summative computer adaptive test as required by Idaho Code § 33-134. A detailed summary of the results of the 'post-vote' is below in Table 4.

Table 4. Results of Small Group Post Vote - ELA Items

Idaho ELA Bias and Sensitivity January Meeting

Results of Small Group Post Vote

Item ID	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Reason for Recommended Rejection of the Item
101	16	14	
102	30	0	
103	29	1	
104*	10	20	Localized Sensitive or Controversial Subject
105*	16	14	
106*	12	18	
119	19	11	
121	24	6	
128	27	3	
131	28	2	

**Additionally, the small group recommended that Audio Clip 1126 also be rejected because of localized sensitive or controversial subject matter. Item IDs 104, 105 & 106 are associated to Audio Clip 1126. Removal of the audio clip by the State Board would lead to removal of these three items.*

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Table 5. Results of Small Group Post Vote – MATH Items

Idaho MATH Bias and Sensitivity January Meeting

Results of Small Group Post Vote

Item ID	Number of Raters that Voted "Yes" (the item is free from Bias)	Number of Raters that Voted "No" (the item is NOT free from Bias)	Reason for Recommended Rejection
213	30	0	
221	11	19	This item was rejected from the Smarter Balanced Item Pool after the Data Review Meetings.
232	29	1	
233	29	1	
234	30	0	
235	28	2	
240	26	4	
244	21	9	
245	27	3	

Final Result

Of the 33,655 items that required review by this committee per Idaho Code § 33-134, one ELA grade 11 item and one Grade 11 ELA audio clip were determined as having concerns with Bias or Sensitivity according to a 2/3rd committee vote. This item and audio clip have been sent to the Idaho State Board of Education for consideration of rejection from the operational 2015 Grade 11 ELA assessment.

For additional questions, please contact Angela Hemingway, Director of Assessment and Accountability at the SDE at 208-332-6976 or ahemingway@sde.idaho.gov.

Idaho Bias & Sensitivity Review

Mathematics & English Language Arts/ Literacy

December 15 – 19, 2014

Boise, Idaho

Introductions

- SDE Personnel
  - Tom Luna
  - Angela Hemingway
  - Cathy Salas
  - Toni Wheeler
  - Stephanie Lee
  - Karlynn Laraway
  - Ayaka Nukui
  - Nichole Hall
  - Nancy Thomas Price
- AIR Personnel
  - Kayla Convery
  - Kevin Chandler
  - Josh Smith
  - Maureen Font
  - Bita Mehrbakhsh
  - Abdul-Hadi Sid Ahmed

What is Bias & Sensitivity Review?

- The committee, known as the Bias and Sensitivity Committee, was created by the Idaho Legislature in 2014 through Idaho Code 33-133.
  - SB1396. Adds to existing law to establish a review committee and to provide that the committee will review certain test questions and make recommendations.
- The review increases test validity by removing features of a test that are construct-irrelevant, that is, features that could unfairly interfere with a test-taker‘s performance.

AIR Fairness Guidelines

1. Stereotypes
2. Inflammatory or Controversial Material
3. Advice
4. Dangerous Activities
5. Population Diversity
6. Topic Familiarity
7. Language Inclusiveness
8. Linguistic Features/ Language Accessibility

1. Stereotypes

- Tests must not use stereotypes, which are standardized mental pictures help about members of a group that represent an oversimplified opinion, affective attitude, or uncritical judgment.

Examples of Stereotyping

A *preponderance* of items showing:

- Boys outscoring girls in math & reading
- Men hunting & women cooking
- Men as doctors & women as nurses
- African Americans as urban dwellers
- Asian Americans as restaurant owners

"Loaded" Words to Avoid

- Backward
- Crafty
- Inscrutable
- Miserly
- Savage
- Superstitious

Example Item - Stereotyping

There are 15 boys and 10 girls in Mr. Granger's math class. On the last test, 87% of the boys and 20% of the girls received an A.

How many students in all received an A?

A. 10
B. 15
C. 20
D. 25

2. Inflammatory or Controversial Material

- Tests must avoid topics that are upsetting, divisive, and unrelated to the content under measurement.

Emotional Topics to Avoid

- Abortion
- AIDS/ other STDs
- Animal Rights/ Abuse
- Birth Control
- Car Accidents
- Child Abuse
- Colonialism
- Death
- Divorce
- Drugs/ Alcohol/ Tobacco
- Euthanasia
- Gambling
- Gangs
- Guns/ Gun Control
- Hate
- Homelessness
- Hunting
- Incest
- Murder
- Nuclear Energy
- The Occult
- Oppression
- Politics
- Racism
- Rape
- Religion
- Religious Holidays
- Sex/ Sexuality
- Sexual Preference/ Orientation
- Slavery
- Suicide
- Teen Pregnancy
- Terrorism
- Torture
- Violence
- War

Examples of Specific Topics to Avoid

- Racial composition of a team or a classroom
- Descriptions of physical characteristics of students (e.g., eye color, weight)
- Descriptions of car accidents
- Units of food offered or served
- Graphic descriptions of specific weather or other natural disasters

Example Item - Inflammatory or Controversial Material

Mark created a survey to see whether the war in Iraq or the American economy is most important in determining a candidate for the upcoming election.

Which sample should Mark use to get the most valid results?

A. All registered Republicans
B. All registered Democrats
C. All registered voters
D. All war veterans

3. Advice

- Tests must not advise on matters pertaining to health and well-being about which there is not universal agreement.

Examples of Advice to Avoid

- Diet
- Health
- Religion
- Sex
- Wellness

Example Item - Advice

Mary is 5 foot 6 inches tall and weighs 175 pounds. She should weigh 145 pounds.

If Mary can lose 1 pound every 2 days. How long will it take for Mary to reach her target weight?

4. Dangerous Activities

- Tests must not contain content that portrays people engaged in, or explains how to engage in, dangerous activities.

Examples of Dangerous Activities to Avoid

- Binging and purging
- Drinking alcohol to excess
- Driving while intoxicated
- Not using a car seatbelt
- Riding a bicycle without a helmet
- Smoking
- Using legal or illegal drugs (marijuana, prescriptions)
- Using weapons

Example Item – Dangerous Activities

Martina's bathroom is very dirty. To get it as clean as possible, she is mixing in a bucket her glass cleaning liquid with a tile cleaner.

What kind of change is taking place with the liquids?

5. Population Diversity

- Tests should reflect in a positive fashion the racial and ethnic composition of the testing population.
- Tests must avoid ethnocentrism.

Reflect the Diversity of the Population

- Use materials written by members of diverse groups.
- Use material that reflects the experiences of diverse groups.
- Portray people in positive, nontraditional roles.
- Be accurate when referring to population subgroups.
- Consider factors such as names, cultural references, pictures, and roles.

Appropriate References

- Be as specific as possible.
- Use the term people use to refer to themselves.

6. Topic Familiarity

- Tests must avoid words, phrases, concepts, and beliefs that are irrelevant to the testing domain and are likely to be differentially familiar to groups (gender, racial, geographical, socioeconomic, religious, ethnic, disability) of the testing population.

Examples of Topics with Differential Familiarity

- Agriculture
- Construction
- Finance
- Law
- Military
- Politics
- Sports
- Technology
- Transportation

Socioeconomic Status-Related Concerns

- Possessions
- Financial concepts
- Leisure activities
- Social functions

However, incidental reference to commonly accessible, middle-class concepts (car, TV, cell phone, home computer) are permitted.

Regional Concerns

- Weather
- Geographical features
- Occupations
- Ethnic groups

Underlying Assumptions

- Be aware of cultural assumptions that underlie the content of a passage or an item.

Example Item - Topic Familiarity

According to the passage, buying stocks, bonds and commodities in one market and selling them to traders at an increased price in **another** is known as arbitrage.

What does the word **another** refer to?

A. stocks
B. commodities
C. traders
D. market

7. Language Inclusiveness

Language must be inclusive as possible.

Avoid "man" words

- Generic "he"
- Mankind
- Known to man
- Manmade
- manpower

And Female Stereotypes

- Old maid
- Old wives' tale
- Pollyanna

Use Equal Pairs

- Husband and wife (*not* man and wife)
- John and Abigail Adams (*not* John Adams and his wife)
- Condoleezza Rice and John Kerry (*not* Rice and Kerry)

Avoid Regional Vocabulary

- Soft drink (*not* pop, soda, or tonic)
- Sandwich (*not* submarine, hoagie, hero or grinder)
- Water fountain (*not* bubbler)
- Stream (*not* brook, creek or rill)
- Mountain lion (*not* cougar, panther, or puma)

8. Linguistic Features/ Language Accessibility

- Tests must be free of language that could unfairly hinder the performance of nonnative speakers of nonstandard dialects of English, and people with language disorders.

Three Categories

- Style
- Grammar
- Vocabulary

Style Issues to Avoid

- Wordiness
- Multiple Subordinate Clauses
  - A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence.
  - e.g., She said that I don't know what I want Bill to do.
- Unnecessary and unclear passive construction
  - A passive construction occurs when you make the object of an action into the subject of a sentence.
  - e.g., Why was the road crossed by the chicken?

Style Issues to Avoid

- Unnecessary conditionals
  - The conditional mood of the verb.
  - e.g., Water boils when it will reach 100°C.
- Idioms
  - a group of words established by usage as having a meaning not deducible from those of the individual words
  - e.g., raining cats and dogs

Style Issues to Avoid

- Too many words between subject and verb
  - e.g., Farmers that understand the difference between the soil requirements of plants when they are seedlings and their requirements when they are mature are in high demand.
- Negative stems
  - e.g., Which organism would *not* live in a forest ecosystem?

Grammar Issues to Avoid

- Rarefied structures
- Missing or unclear antecedents
  - an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.).
- Grammatical double negatives
- Incorrect grammar

Vocabulary to Avoid

- Inappropriate register
  - e.g., academic language, language that is too familiar or conversational
- Unnecessary jargon
- Long compound nouns and adjectives
- Gratuitous synonyms

Vocabulary to Avoid

- Words with several meanings
- Unusual or low-frequency words
- Dialect and regionalisms
- Words, phrases, and names with secondary meanings that are sexual or naughty

In Conclusion

- Questions about Policy for SDE
  - Record on 3x5 Index Cards in Rooms
  - Submit to SDE for Answering at Later Time
- Paperwork
  - Sign Non-Disclosure & Submit to Room Leader **Before** Starting
  - Submit Remaining Paperwork to Cathy Salas
- Room Assignments
  - Bitterroot/ Sawtooth
  - Selway/ Teton
- Small Group Trainings on How to Use System
  - In Assigned Rooms

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STATE DEPARTMENT OF EDUCATION
FEBRUARY 19, 2015
SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY GUIDELINES

1. STEREOTYPING

Testing materials should not present persons stereotyped according to the following characteristics:

- Age
- Disability
- Gender
- Race/Ethnicity
- Sexual orientation

2. SENSITIVE OR CONTROVERSIAL SUBJECTS

Controversial or potentially distressing subjects should be avoided or treated sensitively. For example, a passage discussing the historical importance of a battle is acceptable whereas a graphic description of a battle would not be. Controversial subjects include:

- Death and Disease
- Gambling*
- Politics (Current)
- Race relations
- Religion
- Sexuality
- Superstition
- War

(References to gambling should be avoided in Mathematics items related to probability.)

3. ADVICE

Testing materials should not advocate specific lifestyles or behaviors except in the most general or universally agreed upon ways. For example, a recipe for a healthful fruit snack is acceptable but a passage recommending a specific diet is not. The following are categories of advice to be avoided completely:

- Religion
- Sexual preference

4. DANGEROUS ACTIVITIES

Care should be taken not to present dangerous activities in such a way as to make them seem appealing or acceptable.

5. POPULATION DIVERSITY, REPRESENTATIVENESS, AND ETHNOCENTRISM

Testing materials should:

- Reflect the diversity of the testing population
- Use stimulus materials (such as works of literature) produced by members of minority communities
- Use personal names from different ethnic origin communities
- Use pictures of people from different ethnic origin communities
- Avoid ethnocentrism (the attitude that all people should share a particular group's language, beliefs, culture, or religion)

6. DIFFERENTIAL FAMILIARITY: ELITISM AND DIF

Specialized concepts and terminology extraneous to the core content of test questions should be avoided. This caveat applies to terminology from the fields of:

- Construction
- Finance
- Sports
- Law
- Machinery
- Military topics
- Politics
- Science
- Technology
- Agriculture

7. LANGUAGE ACCESSIBILITY

Language should be as direct, clear, and inclusive as possible. The following should be avoided or used with care:

- Passive constructions
- Idioms
- Multiple subordinate clauses
- Pronouns with unclear antecedents
- Multiple-meaning words
- Nonstandard grammar
- Dialect
- Jargon

8. GRAPHICS

All of the relevant foregoing standards apply to graphics.

Bias and Sensitivity Survey

1. Name (Optional)

2. Email Address (optional)

***3. What Region are you representing on the Bias and Sensitivity Review?**

- ◯ Region 1
- ◯ Region 2
- ◯ Region 3
- ◯ Region 4
- ◯ Region 5
- ◯ Region 6

***4. What was your role on the Bias and Sensitivity Committee?**

- ◯ School Board
- ◯ Parent
- ◯ Teacher
- ◯ Administrator
- ◯ Other

Other (please specify)

***5. What was your overall opinion of the assessments prior to participating in the Bias and Sensitivity Review?**

***6. What did you learn by participating in the Bias and Sensitivity Review?**

***7. Did participating in the Bias and Sensitivity Review affect your opinion of the assessments?**

- ◯ Yes
- ◯ No

Bias and Sensitivity Survey

***8. How did participating in the Bias and Sensitivity Review affect your opinion of the assessments?**

- ◯ My concerns have decreased
- ◯ My concerns have increased

***9. What would you communicate to others about the appropriateness of the items for inclusion in Idaho assessments?**

***10. What went well with the Bias and Sensitivity Review?**

11. How could the Bias and Sensitivity Review be improved?

12. Other Comments/Suggestions

Bias and Sensitivity Survey

January 2015

75

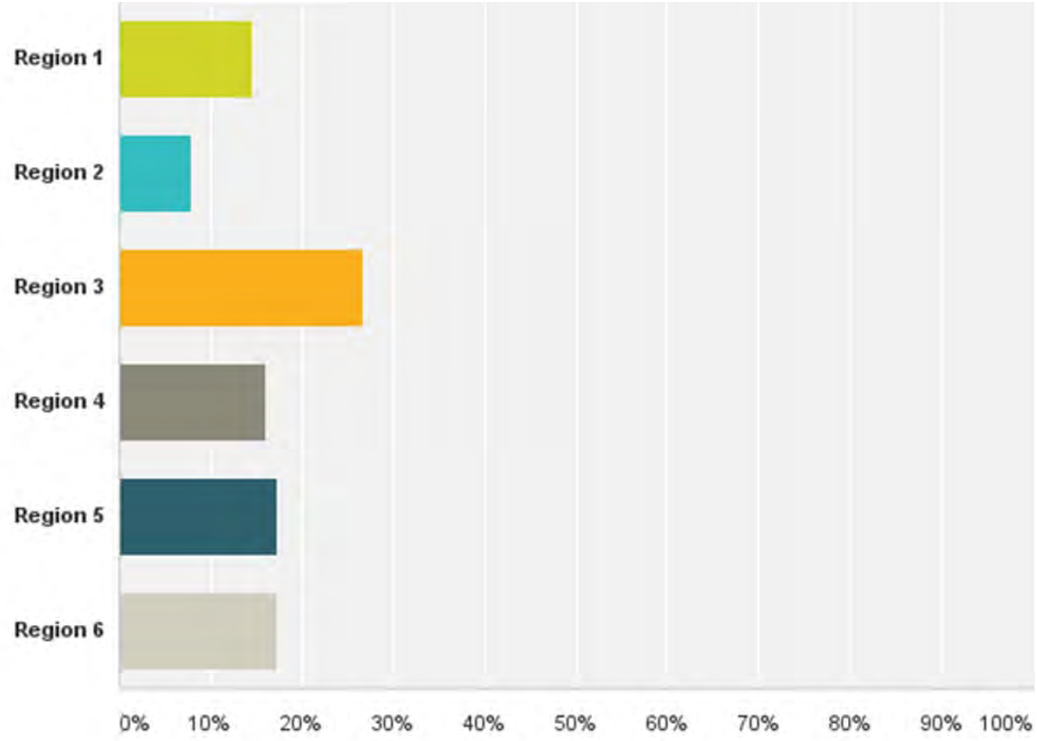
Total Responses

Date Created: Monday, December 15, 2014

Complete Responses: 72

Q3: What Region are you representing on the Bias and Sensitivity Review?

Answered: 75 Skipped: 0



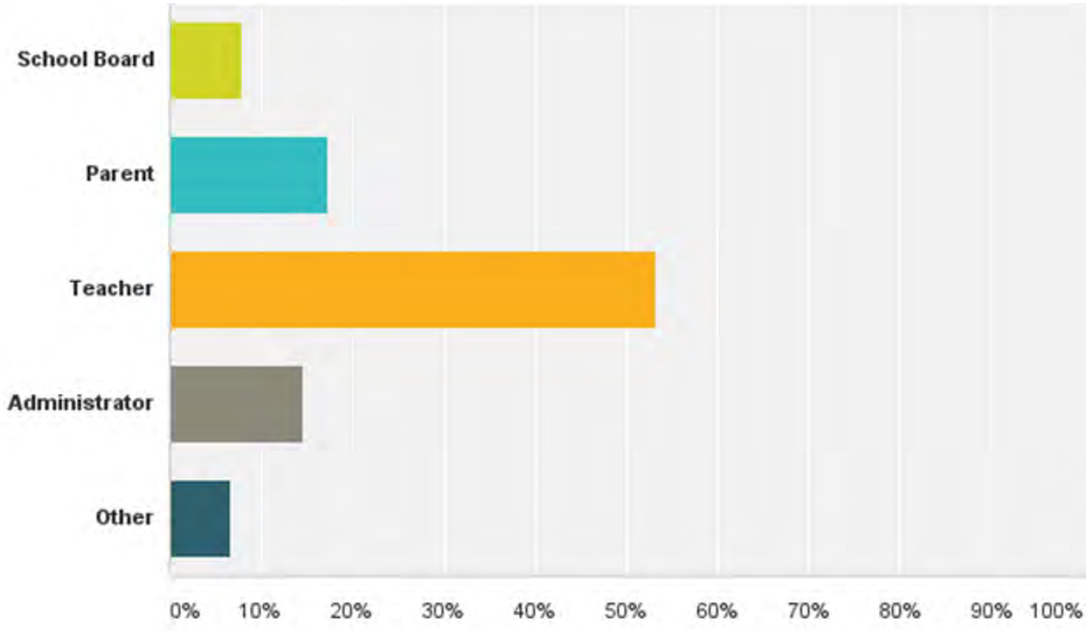
Q3: What Region are you representing on the Bias and Sensitivity Review?

Answered: 75 Skipped: 0

Answer Choices	Responses	
Region 1	14.67%	11
Region 2	8.00%	6
Region 3	26.67%	20
Region 4	16.00%	12
Region 5	17.33%	13
Region 6	17.33%	13
Total		75

Q4: What was your role on the Bias and Sensitivity Committee?

Answered: 75 Skipped: 0



Q4: What was your role on the Bias and Sensitivity Committee?

Answered: 75 Skipped: 0

Answer Choices	Responses	
School Board	8.00%	6
Parent	17.33%	13
Teacher	53.33%	40
Administrator	14.67%	11
Other	6.67%	5
Total		75

Q5 What was your overall opinion of the assessments prior to participating in the Bias and Sensitivity Review?

Answered: 71 Skipped: 0

#	Responses	Date
1	I was in favor of the new test.	12/18/2014 10:47 AM
2	Great	12/18/2014 9:48 AM
3	Prior to participating in the Bias and Sensitivity Review, my overall opinion of assessments in general was rather misinformed, thinking that they are largely developed by groups and individuals far-removed from local and regional educational needs.	12/18/2014 9:17 AM
4	Based on the discussions I have had regarding this assessment, there was a lot of mystery and ominous feelings towards it.	12/18/2014 9:03 AM
5	I was still unsure about the tests- about what and how the tests would look and what would be expected of the students. I had seen and taken the practice test and looked at several sources of question types from the Smarter Balanced website but still did not have a good feel about it.	12/18/2014 8:52 AM
6	I was very concerned prior to particiating in the Bias and Sensitivity review about the assessments. In particular I was concerned that the assessments were going to advance a very progressive agenda and that our kids were going to be subjected to ideology with which their parents didn't necessarily agree. I was also concerned that math questions were going to be graded with an eye to good writing skills, not necessarily correct answers or good computation skills. Overall I believed the assessments were going to be long, not necessarily relevent, and overly reliant on writing rather than reasoning or computation.	12/18/2014 8:50 AM
7	I already had a favorable overall opinion of the assessments prior to participating in the Bias and Sensitivity Review.	12/18/2014 8:46 AM
8	I felt that the assessments would give us a much better idea as to student learning.	12/18/2014 8:46 AM
9	I had gone over the sample online questions last year so fairly familiar. I was positive except for time length.	12/18/2014 8:45 AM
10	I was and have been skeptical of the tests and assessments.	12/18/2014 8:45 AM
11	Too hard for students and required too much keyboarding knowledge	12/18/2014 8:43 AM
12	Of course I had heard parents were up in arms concerning test questions. We had numerous parents at our school who opted their child out of the test because of sexual and violent questions. After supervising students in previous testing situations, I didn't believe their reports. It was the whole Common Core frenzy out of control.	12/18/2014 8:43 AM
13	No strong opinion	12/18/2014 8:43 AM
14	My sense was that the new assessment would be a good instrument and that the old one was "light."	12/18/2014 8:42 AM
15	As a parent, I have had many doubts about how subject matter would be presented on tests to my children.	12/18/2014 8:41 AM
16	Expected More complicated language, more bias	12/18/2014 8:40 AM
17	Just that there isn't that much out there to give parents, students, and teachers an idea of what was to come.	12/18/2014 8:40 AM
18	I really didn't know what to expect. I feel much better now about the test.	12/18/2014 8:39 AM
19	I thought this would be a necessary part of testing.	12/18/2014 8:39 AM
20	I had a blank slate, didn't know anything about the questions. I had an open mind	12/18/2014 8:39 AM
21	I had gone through the sample SBAC questions online prior to coming here, so I felt like I had a pretty good idea.	12/18/2014 8:38 AM
22	Good looking forward to its implementation	12/18/2014 8:36 AM
23	I was concerned about the amount of time being taken by the testing instead of instruction for the students, I was also not convinced that Commmon Core is the best path for education.	12/18/2014 8:35 AM

24	Unsure, apprehensive	12/18/2014 8:35 AM
25	confusion	12/18/2014 8:35 AM
26	Positive - worthwhile standards, expect useful results for impoving instruction	12/18/2014 8:33 AM
27	My overall opinion of the assessment was that it would better assess our studentsaligned to the standards	12/18/2014 8:33 AM
28	positive - they are too long, but the content and format are fine	12/18/2014 8:33 AM
29	Students won't be ready for their grade level test until they have been in this process for a few years.	12/18/2014 8:32 AM
30	I wasn't excited about them	12/18/2014 8:30 AM
31	It seemed like there was no input into what teachers felt was needed in the assessment.	12/18/2014 8:29 AM
32	Questionable	12/18/2014 8:29 AM
33	A little confusing.	12/18/2014 8:28 AM
34	Favorable	12/18/2014 8:25 AM
35	Unsure	12/18/2014 8:23 AM
36	I only had a surface level understanding of what kind of performances the students would be expected to show.	12/18/2014 8:13 AM
37	i was unsure	12/18/2014 8:07 AM
38	It was a very intense and rigorous task. However it felt rewarding and necessary.	12/18/2014 7:46 AM
39	I thought that they were challenging for my grade level and that the ELA portion was too long but that they mostly represented the standards	12/18/2014 7:20 AM
40	I did not have a thorough understanding of where the tests came from, or what type of questions they contained.	12/18/2014 6:17 AM
41	I participated in the field test last year, so I had some awareness of what the assessment looked liked and what it was asking students to do.	12/18/2014 5:50 AM
42	I had a great deal of curiosity about the process. I had great hopes that the assessments were going to be satisfactory.	12/18/2014 1:36 AM
43	Good, but worried that students would be able to get through them.	12/17/2014 10:22 PM
44	Not sure what to expect	12/17/2014 9:58 PM
45	Positive step and developed with purpose and attention to the needs of teachers, students, and a fair alignment to the standards	12/17/2014 9:12 PM
46	I thought they were super hard and created to fail our children	12/17/2014 8:56 PM
47	Challenging for students	12/17/2014 8:41 PM
48	I kind of knew the type of process it was because of other experiences	12/17/2014 8:36 PM
49	Not developmentally appropriate for elementary children--tasks are too complex and sometimes involve multi-step problems that require them to do three or four things	12/17/2014 7:54 PM
50	I thought they would be more applied and not traditional type math questions.	12/17/2014 7:33 PM
51	Idaho students are at a disadvantage when taking these assessments due to lack of professional development prior to changing from ISAT to SBAC/ISAT2.	12/17/2014 7:16 PM
52	Intense for students	12/17/2014 7:00 PM
53	I was pretty positive overall. My main concerns have to do with the amount of Keyboarding young students have to do.	12/17/2014 6:33 PM
54	The expectations are set too high.	12/17/2014 5:25 PM
55	Very concerned that many types of questions were developmentally inappropriate for the ages of our students. Many in depth concepts are still quite abstract for many of our younger students and I'm not sure how valuable testing of this nature would be towards monitoring student progress	12/17/2014 5:09 PM
56	An appropriate way to assure homegrown involvement in controversial core standards	12/17/2014 5:04 PM

57	Felt it was unnecessary and burned money that should go to schools.	12/17/2014 4:54 PM
58	I was avoiding an opinion based on misinformation	12/17/2014 4:00 PM
59	Fairly neutral but not terribly positive; my experience with State Departments of Education had not been positive prior to this occasion..	12/17/2014 3:56 PM
60	I was worried that students would not do well	12/17/2014 3:27 PM
61	I had no clue!	12/17/2014 3:24 PM
62	I had concern with content due to CC textbook content issues	12/17/2014 3:02 PM
63	positive and well aligned to Idaho Core Standards	12/17/2014 2:40 PM
64	Hated it	12/17/2014 2:21 PM
65	Did not feel there were any issues to be concerned about.	12/17/2014 2:19 PM
66	Some questions seemed to difficult for the grade and others seemed fair. I liked many of the articles choosen.	12/17/2014 2:15 PM
67	I'm excited about SBAC for helping guide us in how to have better "teacher moves" as we work with our students. The questions, especially Claims 2-4, require students to have a conceptual understanding, not a memorized surface understanding.	12/17/2014 2:04 PM
68	tough	12/17/2014 2:03 PM
69	I have been on board with the assessments from the beginning; I wrote ELA questions for the SBAC through McGraw-Hill.	12/17/2014 1:49 PM
70	I was not very excited about the assessments	12/17/2014 1:41 PM
71	Fabulous assessment	12/17/2014 1:33 PM

Q6 What did you learn by participating in the Bias and Sensitivity Review?

Answered: 71 Skipped: 0

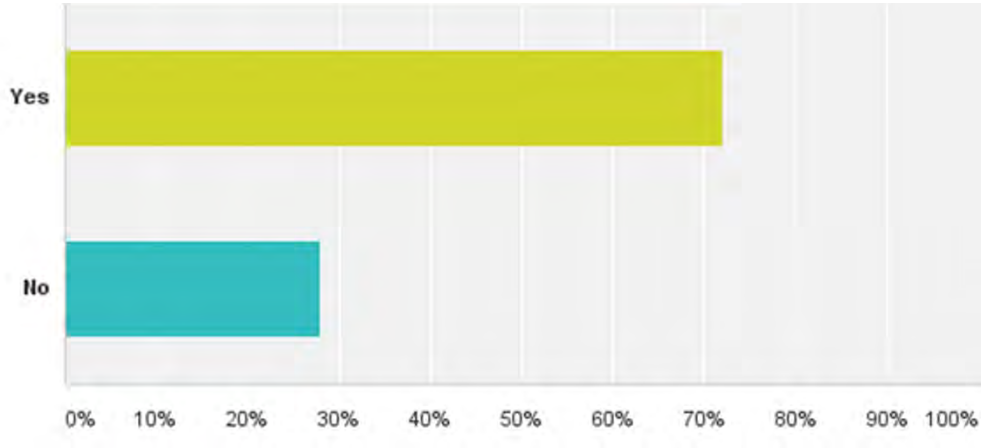
#	Responses	Date
1	That the questions were age appropriate.	12/18/2014 10:47 AM
2	Repeat survey questioner	12/18/2014 9:48 AM
3	I learned that quite an extensive process is involved in the development and review of assessment questions and related materials, incorporating input from multiple statewide educational stakeholders.	12/18/2014 9:17 AM
4	I learned that the process for developing this assessment was a thoughtful, thorough one.	12/18/2014 9:03 AM
5	By participating in the Bias and Sensitivity Review I was able to view many questions and could see that they were fair and doable. I had worried about tricky questions or too complex questions for students. By participating in this review I have first hand knowledge about how the expectations of the State are going to be met. I didn't see all levels of the test but with the levels that I saw I could go to the Common Core and relate the question to the common core items.	12/18/2014 8:52 AM
6	I learned that for the most part the assessment items looked like I would have wanted them to look. There were definitely examples of inappropriate progressive agenda items in the group but they weren't as frequent as I had feared. (i.e. "save the environment", "eat healthy foods", informational texts predominated rather than literary texts.) I was somewhat disappointed that the rubric for grading math questions seemed to be willing to give full credit even if the answer was wrong if the written explanation showed sound reasoning. In my professional world, people die when that happens (I'm an oncology pharmacist). I was also quite appalled by the amount of typing that is going to be expected from our 8 and 9 year olds. It is completely inappropriate and will not truly measure the knowledge or writing skill of those students if they end up having to spend all of their time trying to figure out how to type rather than answering the prompt. The format of the assessment is going to do harm to schools who do not use technology in that way and do not have plans to make use of it to teach curriculum. Also I learned that the assessments are going to take the students as long to complete as I had feared. As a school board member, I would much rather the time in the classroom was used for instructional time. Our district is going to be testing over a 10 week window. I was hoping the assessment format would have been modified to take these concerns into consideration. The one thing I liked about the assessment items was the use of many different types of media in the items (video, audio, etc.). I like that children who have different learning styles might be able to do better on an assessment with this type of variability rather than a traditional pencil/paper test.	12/18/2014 8:50 AM
7	This process confirmed for me that Idaho has made good choices and decisions concerning participation with SBAC.	12/18/2014 8:46 AM
8	I learned that while we have tried to make great gains the past few years, we still have a long way to go to help teachers understand the teaching/pedagogy necessary for our students to be successful.	12/18/2014 8:46 AM
9	Mixture of historical and up-to-date resources. I didn't see as many drag and drop answers in the math as I had seen in online examples last year but it could be the grade level I reviewed. I was impressed witht the variety of historical and recent resources for reading material which was enjoyable to read.	12/18/2014 8:45 AM
10	This was an invaluable resource for me to learn about the process and how the test is developed. I was glad to help out.	12/18/2014 8:45 AM
11	The students can do this if properly trained early.	12/18/2014 8:43 AM
12	Questions were aligned very well to Common Core Standards. Most questions were written very well and required children to think.	12/18/2014 8:43 AM
13	Broad scope and variety	12/18/2014 8:43 AM
14	The new test will be more demanding and a better indicator of a student's preparation.	12/18/2014 8:42 AM
15	That much of how the subject matter was better than I thought, but that there are many items in the ELA categories which cause me concern, because of how they are presented.	12/18/2014 8:41 AM
16	Not as biased as expected	12/18/2014 8:40 AM

17	I learned the format of the testing and the type of questions there will be.	12/18/2014 8:40 AM
18	I did not realize all the the difficulties in writing a question. It is important to keep students feelings seperate from what they are being tested over.	12/18/2014 8:39 AM
19	That each test question has been revised and reviewed completely. The tests should be totally unbiased with little or no sensitivity.	12/18/2014 8:39 AM
20	The english standards are quite high from an early age. 3rd and 4th graders will have tough tests, this is good though.	12/18/2014 8:39 AM
21	I was able to see how the questions connected to each other and the overall feel of the test. The claim 4 questions seemed be the most questioned items among teachers, so having seen how these build was good.	12/18/2014 8:38 AM
22	What to look for in biased and sensitivity issues. The variety of problems.	12/18/2014 8:36 AM
23	I am glad that educcators and parents are having time to review questions on the test to see if the quqestions are items that actually are testing things students should know.	12/18/2014 8:35 AM
24	Better understanding of type of test questions and how they will be graded. How unbiased the process to create the test was,	12/18/2014 8:35 AM
25	depth and quality of expectations	12/18/2014 8:35 AM
26	Great to get a broader overview of ELA	12/18/2014 8:33 AM
27	I realized that there will be a lot of work to get our students up to the standards to do well on the assessment	12/18/2014 8:33 AM
28	that this review was unnecessary because the items have already been through a bias and sensitivity review	12/18/2014 8:33 AM
29	That I should gear testing towards applications.	12/18/2014 8:32 AM
30	most of the questions are benign, math is much harder then I had anticipated	12/18/2014 8:30 AM
31	That there is a lot more to the assessment than what I realized, some good some bad. I have liked a lot of the information that was presented and that students have to present. I disliked some of the ways that students have to respond.	12/18/2014 8:29 AM
32	More realistic than originally thought	12/18/2014 8:29 AM
33	I have a better understanding of the test and the process.	12/18/2014 8:28 AM
34	Assessments items were well written and process was very good.	12/18/2014 8:25 AM
35	The test is long and if I lose interest when I volunteered to do this. What will the students do?	12/18/2014 8:23 AM
36	I now understand the depth of knowledge that we should be striving toward building with our students. I believe it will take years of work to truly change our instruction to ensure that students leave high school with the ability to apply their learning at the level these test items demand.	12/18/2014 8:13 AM
37	i learned the tests are great and students will have fun and even learn while taken them	12/18/2014 8:07 AM
38	Teachers and community members will work really hard and deeply care for students	12/18/2014 7:46 AM
39	There weren't too many questions that were biased which is good, but it did confirm that the ELA passages were very long	12/18/2014 7:20 AM
40	I learned how the tests were created, and how the questions provide a rigorous examination of our student's knowledge.	12/18/2014 6:17 AM
41	I learned that, in my district, we are not prepared for this assessment. Our curriculum is not there yet. Students are not familiar with what this test looks like, what the features of the computer program is like and how to take this form of assessment.	12/18/2014 5:50 AM
42	I have learned again how dedicated teachers are and how complex the testing system is.	12/18/2014 1:36 AM
43	That if teachers focus on strategies for students to use as they go deeper into the text, it will better prepare the students for the test.	12/17/2014 10:22 PM
44	I learned that the SBAC is a fair well thought out assessment.	12/17/2014 9:58 PM

45	I learned so much, especially in terms of the depth of responses required by students. The base materials for the items are well written and fair in content, providing a solid base for the questions and tasks required by students. I continue to be a full supporter of the test and the positive step it is for all students in Idaho and around the country.	12/17/2014 9:12 PM
46	I learned that the questions really aren't that hard and I feel my children have a fair chance at answering them without guessing	12/17/2014 8:56 PM
47	I like how each item has a CCSS target so that if teachers are incorporating the new standards and students are practicing them, their test performance will accurately measure their degree of ability with individual standards.	12/17/2014 8:41 PM
48	That it is really the standards that are being tested--not some other weird thing	12/17/2014 8:36 PM
49	I reviewed 7th, 8th, 11th grade material...most students/schools are going to experience failure on these tests. I will certainly change the way I am doing things so that my young students will be more successful...more teachers need exposure to various types of test questions so that they can adjust their delivery and content of material For the youngest test takers just typing a short phrase or sentence is a big challenge, let alone thinking about composing a good response.	12/17/2014 7:54 PM
50	I learned the areas that I need to focus on in Algebra 1	12/17/2014 7:33 PM
51	I have confirmed that Idaho students are at a disadvantage when taking these assessments due to lack of professional development prior to changing from ISAT to SBAC/ISAT2.	12/17/2014 7:16 PM
52	It is intense, but students can also be learning from the content of the assessment.	12/17/2014 7:00 PM
53	It just confirmed to me what I already thought about them - mainly that the rumors that abound are totally false!	12/17/2014 6:33 PM
54	The expectations are set too high.	12/17/2014 5:25 PM
55	I learned to look at all test passages in a new way,	12/17/2014 5:09 PM
56	Assessments already free of bias. Also challenging - as expected	12/17/2014 5:04 PM
57	That it was interesting, probably necessary given the state climate concerning Common Core, I'm glad I'm here.	12/17/2014 4:54 PM
58	Question stems, skill specifics, overall content in practice	12/17/2014 4:00 PM
59	That the peope in charge of this testing really know what they are doing. They are bright, dedicated, energetic and good natured. I was really impressed by the quality of the staff.	12/17/2014 3:56 PM
60	We teach all the concepts needed, we just don't connect them.	12/17/2014 3:27 PM
61	Idaho students might have trouble the first few years.	12/17/2014 3:24 PM
62	what I saw was there were some questions that needed to be flagged; most were ok	12/17/2014 3:02 PM
63	Heavily skewed to white males in positions of authority, influence, or power. Very few references to people of color or to women.	12/17/2014 2:40 PM
64	Still hate it	12/17/2014 2:21 PM
65	I do feel there were a small number of potential sensitivity issues that could be addressed, but overall, I felt the test was fair.	12/17/2014 2:19 PM
66	I think that every effort is being made to create a reliable assessment.	12/17/2014 2:15 PM
67	I learned that the questions have been reviewed multiple times prior to students reading them ....avoiding possible bias or sensitive issues.	12/17/2014 2:04 PM
68	not prepared	12/17/2014 2:03 PM
69	I gained more "ammunition" for those in the community who are voicing opinions based on falsehoods and bluster decrying the test.	12/17/2014 1:49 PM
70	The questions look like normal things that we are teaching the kids.	12/17/2014 1:41 PM
71	that people are suspicious of nothing	12/17/2014 1:33 PM

Q7: Did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 75 Skipped: 0



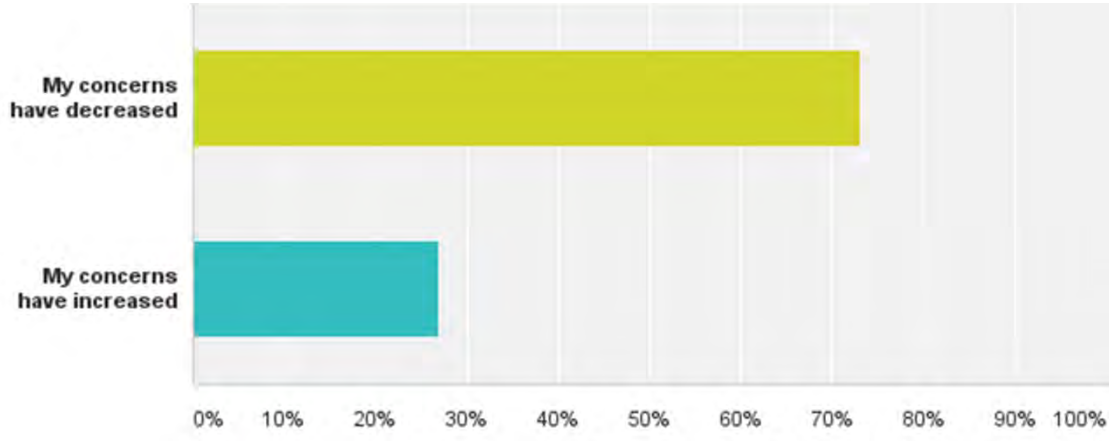
Q7: Did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 75 Skipped: 0

Answer Choices	Responses	
Yes	72.00%	54
No	28.00%	21
Total		75

Q8: How did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 52 Skipped: 23



Q8: How did participating in the Bias and Sensitivity Review affect your opinion of the assessments?

Answered: 52 Skipped: 23

Answer Choices	Responses	
My concerns have decreased	73.08%	38
My concerns have increased	26.92%	14
Total		52

Q9 What would you communicate to others about the appropriateness of the items for inclusion in Idaho assessments?

Answered: 69 Skipped: 2

#	Responses	Date
1	The Idaho assessment questions are appropriate for the students in public schools in Idaho.	12/18/2014 10:48 AM
2	I would communicate to others that the items for inclusion in Idaho assessments generally align well with state and national educational standards.	12/18/2014 9:31 AM
3	I will go back to my district and implement more of the types of questions that I have seen. Not the same questions but the same type of format. What I mean by same type of format is the questioning on more than one level on the same question.	12/18/2014 9:04 AM
4	The test was well thoughtout.	12/18/2014 9:04 AM
5	The items are extremely appropriate for the assessments. They offer a wide variety of topics to read about, and that ties nicely to the fact that the ELA standards are expected across the curriculum.	12/18/2014 9:01 AM
6	Items on the assessment appear to be appropriate in the vast majority of cases. There is evidence of progressive agenda bias but they are much less frequent that I originally feared.	12/18/2014 8:58 AM
7	Testing questions fit well with what is expected in each grade level.	12/18/2014 8:49 AM
8	Seeing the HS math exam was helpful as this is such a large amount of content that can be on this test.	12/18/2014 8:46 AM
9	The assessments are appropriate for measuring achievement of the standards.	12/18/2014 8:46 AM
10	I felt items were very appropriate	12/18/2014 8:46 AM
11	This was a very good process to undertake, and there is a lot of effort being put forth to ensure the process is a fair one.	12/18/2014 8:46 AM
12	I would like to tell them that the items are, for the most part, very appropriate for students.	12/18/2014 8:45 AM
13	The vast majority were great items, interesting and engaging, great literature choices	12/18/2014 8:45 AM
14	The new test has been well constructed.	12/18/2014 8:44 AM
15	The items are appropriate for students grades 4-11	12/18/2014 8:44 AM
16	That students are going to need a tremendous push forward with math skillls if they are going to pass the 11th grade test.	12/18/2014 8:43 AM
17	Not bias, but still unclear about how question succession is determined for student test takers, which is important	12/18/2014 8:43 AM
18	I would tell them that most questions in math seem pretty unbiased, but that the ELA would cause concern for parents who have similar concerns as mine.	12/18/2014 8:42 AM
19	the unbiased nature, variety of question formats, includes questions that include information from all subjects	12/18/2014 8:42 AM
20	I think the items are great however I do not believe there will be the hardline backing that needs to be there if students do not pass the test. There ways to circumvent the process that do not require the students to know the material. PLATO and other State provided platforms allow students who should not graduate to graduate.	12/18/2014 8:42 AM
21	I feel the items are very appropriate for students. They should be able to focus on the tasks and not anything else	12/18/2014 8:41 AM
22	The questions I reviewed seemed completely fair.	12/18/2014 8:41 AM
23	they are well thought out and suitably challenging	12/18/2014 8:40 AM
24	They are appropriate and necessary	12/18/2014 8:38 AM
25	Items are well-aligned with the standards; take a good look at the practice materials	12/18/2014 8:35 AM

26	Some items were not familiar to Idaho, so it was good that there was a committee to review assessment questions.	12/18/2014 8:35 AM
27	the items are great and totally appropriate	12/18/2014 8:35 AM
28	I would communicate that the assessment is aligned to the standards, but that students will be in need of grit in order to do well.	12/18/2014 8:34 AM
29	The test is not indoctrination into a New World Order (seriously, I have heard this). The material covered is similar to what we have covered in the past, it just requires more critica thought by students. If anything it is teaching them to think for themselves.	12/18/2014 8:33 AM
30	The assessment is valuable and the SDE is constantly working with parents, teachers, and administrators to improve the assessment.	12/18/2014 8:33 AM
31	It is completely appropriate.	12/18/2014 8:31 AM
32	Most items are appropriate	12/18/2014 8:30 AM
33	Very balanced, academec and appropriate.	12/18/2014 8:26 AM
34	For the most part they seemed innocuous	12/18/2014 8:25 AM
35	they were appropriate, although much different than what our district probably expects	12/18/2014 8:15 AM
36	all items are great and sensative to all	12/18/2014 8:09 AM
37	The process was very thorough. I feel confident that the questions were fully evaluated.	12/18/2014 7:59 AM
38	They are appropriate for the most part	12/18/2014 7:21 AM
39	The items are fair, relate well to Idaho students, and provide a good way to gage their understanding of the concepts appropriate to their grade level.	12/18/2014 6:17 AM
40	I found very little bias in this assessment. The bias in some questions was necessary, based upon the content the question was addressing and I had no problem with it. In reality most high school/middle school students would not see some of the more controversial questions as such. They would just see them as the way things are.	12/18/2014 5:58 AM
41	I would explain that I believe that the questions are very well written and very closely aligned to the core standards used to guide teaching. I like the formatting of the test. I have concerns that there are very few items/ questions that include famous or professional women. There is also a dearth of individuals featured in the items that are non-caucasian.	12/18/2014 2:02 AM
42	I thought we weren't supposed to talk about the items. I would say that the practice test is a good representation of the test and that we need to provide students with formative assessment opportunities to prepare them for the test.	12/17/2014 10:29 PM
43	This assessment is fair, unbias, and sensitive. It an acurate assessment that will let schools if they are meeting Common Core Standards.	12/17/2014 10:04 PM
44	These items are well written and thoughtful. They were created by educators and professionals and that shows in the quality of the items and reading elements. I have no concerns about content. These items are much appropriate for Idaho students.	12/17/2014 9:19 PM
45	I would tell them that the questions I saw were very grade appropriate and there should be no concerns about test preparedness.	12/17/2014 8:58 PM
46	The items are fair, unbiased.	12/17/2014 8:53 PM
47	That the standards are being tested, the process is transparent and secure (not secret) and the students are going to be engaged while they are being tested and thus learning even more.	12/17/2014 8:41 PM
48	Items reflect Idaho values, but most are too difficult for the majority of students ...maybe two or three top in each class will have success. Although my experience last year with young children showed that children felt OK about the test when they finished... Just being at the computers was fun for them. They finished the test and we're happy and each said they did great...after seeing the questions, I	12/17/2014 7:54 PM
49	I believe the items are very appropriate. They strive to ensure student really are learning connections between concepts and don't just memorize a formula.	12/17/2014 7:33 PM

50	I believe now, as before, that with additional rigor and consistency our student will perform well on the ISAT2.	12/17/2014 7:25 PM
51	Rigorous but tied to standards	12/17/2014 7:06 PM
52	I would like to share the items from the Powerpoint we used during our initial training, to help explain the kinds of topics that are off limits. We heard a lot of crazy things from parents about what they thought was in the tests.	12/17/2014 6:41 PM
53	Most of them are aappropriate.	12/17/2014 5:27 PM
54	I felt like most of the questions used very appropriate texts, as far as sensitivity is concerned	12/17/2014 5:15 PM
55	Nothing to fear. Students will be challenged, but that's the point.	12/17/2014 5:09 PM
56	There's no conspiracy, no government takeover and this is a test that Idahoans should embrace.	12/17/2014 5:01 PM
57	They should not be concerned about the content	12/17/2014 4:10 PM
58	The process is excellent, inclusive, and successful; the items are, simply stated, terrific. I endorse them whole heartedly. They make me proud to be from Idaho. I was simply overwhelmed with how well thought our the items are. These tests are models for the future.	12/17/2014 3:58 PM
59	I think as students progress through the years they will be more and more prepared for each level of the test. But right now expecting an 11th grade student to master the test and format would be difficult. But a 5th grader after seeing the process will do better when they are an 11th grade student. It will get better with time	12/17/2014 3:30 PM
60	Very appropriate skills being tested.	12/17/2014 3:25 PM
61	I won't be communicating about the questions.	12/17/2014 3:16 PM
62	The test is very well aligned to the standards and the questions are clear.	12/17/2014 2:43 PM
63	Assuming we were allowed to speak on the content, there were occasional subtle sensitivity issues but overall well written.	12/17/2014 2:24 PM
64	Some items seem too difficult but seem quite fair.	12/17/2014 2:23 PM
65	Items are too long	12/17/2014 2:22 PM
66	My communication will be that the items have been screene to be appropriate for our students to view as well as watch and listen to clips.	12/17/2014 2:10 PM
67	keyboarding of symbols is important for the math part	12/17/2014 2:06 PM
68	What I've been saying all along-that the test includes no questions that are insensitive, leading, or biased.	12/17/2014 1:52 PM
69	The items I saw were good.	12/17/2014 1:42 PM

Q10 What went well with the Bias and Sensitivity Review?

Answered: 69 Skipped: 2

#	Responses	Date
1	The process is fair and consistent.	12/18/2014 10:48 AM
2	I felt that the Bias and Sensitivity Review was well-focused and driven in its efforts.	12/18/2014 9:31 AM
3	I think that what went well was how organized it became after the glitches of the first day. After those items were worked out I found the process to be very clear and easily executed. The other part that I felt that went well was the randomness of the grade level testing questions that each reviewer was assigned. I was interested in looking at how different grade level questions were worded and how their expectations from the Common Core items were actually being tested. I now have more empathy for those other teachers in the other grades. They have a big job to do to get their students ready for these types of questions.	12/18/2014 9:04 AM
4	Aside from the first day of connectivity issues, it was thorough	12/18/2014 9:04 AM
5	It was very well organized and time to work was focused on time to work. It was appreciated that once work was complete, we were released.	12/18/2014 9:01 AM
6	The review process was easy to navigate when the computer was working appropriately. I very much appreciated being able to see the standards associated with each question and also the rubric for grading. Those two things helped me assess appropriateness of the item.	12/18/2014 8:58 AM
7	Well organized- yes, there were computer glitches but that is life. Most computer difficulties had been fixed by noon the first day.	12/18/2014 8:49 AM
8	I think people were flexible and looking for ways for us to move through items faster. Being done on Thursday morning was nice as well.	12/18/2014 8:46 AM
9	Reviewing the areas of potential bias/sensitivity at the beginning was clear and helpful.	12/18/2014 8:46 AM
10	We were able to review the material quickly.	12/18/2014 8:46 AM
11	It went well. It was organized, it was well-put together.	12/18/2014 8:46 AM
12	It was really efficient once we figured out the bugs in the program.	12/18/2014 8:45 AM
13	Speed at which the process went	12/18/2014 8:45 AM
14	Overall everything went well except for band-width issues Monday morning.	12/18/2014 8:44 AM
15	Most items were already appropriate. I could make suggestions as needed.	12/18/2014 8:44 AM
16	There were enough people present that the huge number of questions were not too over the top for a few people to go through.	12/18/2014 8:43 AM
17	early release	12/18/2014 8:43 AM
18	The process of assessing questions for bias and sensitivity was easy to perform, the computer system for choosing yes or no, and leaving space for comments was easy to navigate.	12/18/2014 8:42 AM
19	organisation of travel plans, registration, batch composition	12/18/2014 8:42 AM
20	"quota" was met early	12/18/2014 8:42 AM
21	The group worked very hard and finished early	12/18/2014 8:41 AM
22	Everyone worked well together.	12/18/2014 8:41 AM
23	participation was balanced and staff supported process and participants really well	12/18/2014 8:40 AM
24	Well organized and we were assisted when we needed additional help	12/18/2014 8:38 AM
25	well-organized; positive attitude of staff and participants	12/18/2014 8:35 AM

26	Finished sooner than expected.	12/18/2014 8:35 AM
27	it was efficient and well-organized	12/18/2014 8:35 AM
28	I appreciated how responsive the crew was to the technica difficulties.	12/18/2014 8:34 AM
29	I was super surprised with how interesting each reading passage was.	12/18/2014 8:33 AM
30	Having a look into the assessment and getting to see the process my students will be required to go through in a few years.	12/18/2014 8:33 AM
31	Readings of questions.	12/18/2014 8:31 AM
32	Able to look at the questions and participate in the process	12/18/2014 8:30 AM
33	Organization and work flow was good.	12/18/2014 8:26 AM
34	Ran very smoothly, staff was prepared and knowledgeable	12/18/2014 8:25 AM
35	the scheduling of the sessions was well done	12/18/2014 8:15 AM
36	everthing	12/18/2014 8:09 AM
37	The instructions very x lear and the process was easy.	12/18/2014 7:59 AM
38	We really did have the opportunity to make notes on questions of concern	12/18/2014 7:21 AM
39	My travel arrangements were easy to make via Cathy. The accommodations have been fine.	12/18/2014 6:17 AM
40	The check process. Communication from the State Department getting to the meeting site.	12/18/2014 5:58 AM
41	It was wonderful to rub shoulders with educators and administrators from other parts of the state. Personally it was wonderfully mind expanding. The review was a powerful and tedious process but it was very worth it and I'm glad I got to participate.	12/18/2014 2:02 AM
42	Everyone was great to work with--state department, SBAC people and colleagues. We all worked hard and got through it. I think it bonded us as a group. It was a good experience.	12/17/2014 10:29 PM
43	The first day was a bit frustrating caused by the internet connections. Once, this problem was solved it went very well.	12/17/2014 10:04 PM
44	Great team of reviewers who dedicated many long hours of intense reading and reflections--the task was daunting but the group was more than willing to tackle it. I also loved getting to see the variety of questions, both math and ELA and many grade levels.	12/17/2014 9:19 PM
45	we began and ended on time with as many breaks as we needed	12/17/2014 8:58 PM
46	AIR and SDE employees were very helpful and patient. Our instructions were clear. Accommodations were comfortable.	12/17/2014 8:53 PM
47	The process including so many people to initially verify all the questions are free of bias and insensitivity.	12/17/2014 8:41 PM
48	Well organized -- after first day, technology was efficient and problems were worked out	12/17/2014 7:54 PM
49	I met a lot of great people. My hotel room was great. I thought it went smooth once the computer quirks were ironed out.	12/17/2014 7:33 PM
50	Instruction and support were clear and prompt.	12/17/2014 7:25 PM
51	Most of the items I view met the criteria for bias and sensitivity	12/17/2014 7:06 PM
52	It was well organized and time was used wisely.	12/17/2014 6:41 PM
53	We went through the questions faster than expected.	12/17/2014 5:27 PM
54	It was interesting to see how the content for these tests is chosen and created	12/17/2014 5:15 PM
55	Other than early computer glitches -everything went well. Professionally led and amazingly hardworking reviewers	12/17/2014 5:09 PM
56	The venue, the participants and reviewing the questions via computer.	12/17/2014 5:01 PM
57	Any opportunity to review and openly challenge biases and possible offensiveness is huge plus.	12/17/2014 4:10 PM

58	It was very well organized and well rehearsed; our time was used exceedingly well and we were treated with dignity and respect as fellow professionals.	12/17/2014 3:58 PM
59	Becoming familiar with the test	12/17/2014 3:30 PM
60	The people!	12/17/2014 3:25 PM
61	after glitches fixed it was a smooth process, all in all it went well. I appreciated being kept informed on progress of the review. (see light at end of tunnel :-)	12/17/2014 3:16 PM
62	Start time was prompt, communication was good, room was cool/comfortable temp.	12/17/2014 2:43 PM
63	knowledgeable staff, and technical support	12/17/2014 2:24 PM
64	Every effort was made to overcome unexpected difficulties then things went smoothly.	12/17/2014 2:23 PM
65	Very well organized	12/17/2014 2:22 PM
66	The meeting went well based on our productivity. The people involved were all very kind and helpful.	12/17/2014 2:10 PM
67	not having to get radio buttons helped.	12/17/2014 2:06 PM
68	I thought once the computer issues were resolved, the process was smooth.	12/17/2014 1:52 PM
69	The equipment went well after the first day and the process was good.	12/17/2014 1:42 PM

Q11 How could the Bias and Sensitivity Review be improved?

Answered: 61 Skipped: 10

#	Responses	Date
1	Smaller batches for ELA questions	12/18/2014 10:48 AM
2	I felt that the Bias and Sensitivity Review as a process was effective at meeting its intended goals, though the avoidance of initial technological concerns through anticipatory planning may have improved the process significantly.	12/18/2014 9:31 AM
3	I don't know if you could improve the Review. I think the time issue was problematic but you had to allow enough time for the process to be completed but you couldn't know how effecient/or not effecient your participants would be. The Review went well and the process was very clear.	12/18/2014 9:04 AM
4	Resolve connectivity issues.	12/18/2014 9:04 AM
5	These were long days, with lots of thinking/concentration required. Offering up routine stand and stretch breaks (or saying to take them as needed) might be helpful. I expected more dialogue to occur, so perhaps letting people know prior to signing up exactly what will occur would be helpful.	12/18/2014 9:01 AM
6	The SBAC/ISAT server was uncooperative and I frequently didn't have the "yes/no" buttons to make my selection on item appropriateness. There were also several items that didn't web preview so I couldn't assess them. Also, I think it would have been helpful for me to have been able to participate in small group discussions about item appropriateness.	12/18/2014 8:58 AM
7	I would suggest that it be conductd over four days and sessions are not as long.	12/18/2014 8:49 AM
8	I think the computer interface was frustrating despite the assisstance we were given. I think the food and hotel staff could have been a bit more helpful	12/18/2014 8:46 AM
9	We need discussion instead of test taking.	12/18/2014 8:46 AM
10	More frequent times for breaks.	12/18/2014 8:46 AM
11	I feel like we could have had a little extra training in a small group with some questions that had been taken out and those they thought shouldn't be taken out. I think we could do the review and compile it and have others working together. Being on a computer for that long was really difficult.	12/18/2014 8:45 AM
12	Considering the task at hand, I really don't have anything to add	12/18/2014 8:45 AM
13	No specific thoughts at this time.	12/18/2014 8:44 AM
14	Faster servers and computer setups. Would it be possible to have the server on site so time would not be wasted waiting for questions to come up on local computers.	12/18/2014 8:43 AM
15	more equitable distribution of items requiring more time, e.g. Reading intensive items require significant more time than 3rd grade math items	12/18/2014 8:43 AM
16	Group the questions in smaller batches, possibly stagger the batches between ELA and math.	12/18/2014 8:42 AM
17	more consistant/balanced meals/snacks, times, calories more fruit/veggies. Better planning for getting done reviewing questions earlier-would save tax dollars to not come back in January. Batch sizes a little smaller - some took 4 hours to complete. Better planning of bandwidth needs at both ends of process	12/18/2014 8:42 AM
18	Make us do all the questions	12/18/2014 8:42 AM
19	I thought it went very well	12/18/2014 8:41 AM
20	I'm not sure how it can be improved. The presenters usually covered anything and answered all questions.	12/18/2014 8:41 AM
21	more engagement among participants instead of excessive screen time	12/18/2014 8:40 AM
22	Sometimes it was difficult to hear instructions in the large room	12/18/2014 8:38 AM
23	earlier in the school year!!	12/18/2014 8:35 AM

24	I am sure that it cost a lot of money to convene this committee. I think it was a redundant and totally unnecessary activity	12/18/2014 8:35 AM
25	Perhaps shifting people, so we aren't working for 8 hours in the day. Maybe one day we have a morning shift, another an afternoon.	12/18/2014 8:34 AM
26	Shorter days.	12/18/2014 8:33 AM
27	Shorten the time that we work on item review. You have teachers in here that are not used to sitting at a computer for hours on end and it was rough.	12/18/2014 8:33 AM
28	Make a larger comment box.	12/18/2014 8:31 AM
29	Technology issues could be improved.	12/18/2014 8:26 AM
30	Given remotely or locally to save money	12/18/2014 8:25 AM
31	A somewhat shorter day would be beneficial. The last two hours of work each day was a stretch to really keep participants sharply involved.	12/18/2014 8:15 AM
32	needs none	12/18/2014 8:09 AM
33	Just make sure internet is working	12/18/2014 7:59 AM
34	Smaller batches so that teachers would receive more of a cross section of grade level questions	12/18/2014 7:21 AM
35	The Internet and program glitches were frustrating, but did improve. A morning snack would have been welcomed.	12/18/2014 6:17 AM
36	Better training of the participants as to what constitutes bias. The technical setup of the program. Way too many technical glitches that should not have been there (loading of questions too too long, computers timing out waiting to connect to the server) It would have been better to weed out some of the math questions that were only asking students to solve a problem. It was a waste of my time to review those. For the math, we should have only reviewed the story type problems. Instead of entering a comment as to why we thought a question was biased, there should have been a pull down menu of the bias categories to select. In the general comment section, we could have entered why we thought it fit into that specific category. I would have like to have seen a more diverse committee. There didn't appear to be many individuals representing minorities, different ages (most seemed to be 40+ age range)	12/18/2014 5:58 AM
37	I would have liked a progress bar to see how far along in the batches I was. I was under the impression that it was going to be a collaborative process, so I was a little disappointed that it was an independent exercise.	12/18/2014 2:02 AM
38	Pacing was not consistant. First day we got behind and so we rushed the second day and then we finished early on the third. I would have liked to have taken more time on the questions, but I thought we had to rush.	12/17/2014 10:29 PM
39	A little more space between assessors.	12/17/2014 10:04 PM
40	really the process was as good as it could be, considering the huge undertaking this first round with so many items.	12/17/2014 9:19 PM
41	I think it would go faster if we were given the correct answers to items as well. Maybe they could be highlighted.	12/17/2014 8:53 PM
42	Possibly have more breaks if there are not so many new items to check work in small groups rather than individually	12/17/2014 8:41 PM
43	Different location...more breaks - maybe every hour to avoid being "brain-dead"	12/17/2014 7:54 PM
44	Shorter breaks - more often!! Soda pop for those of us who don't drink coffee. Small snacks like sunflower seeds or m & m's to help keep us awake.	12/17/2014 7:33 PM
45	As with any task that relies on internet signal strength the first day would have been more productive had measures been taken to have to much bandwidth instead of discovering that there was not enough.	12/17/2014 7:25 PM
46	I don't have any good ideas for getting that many items reviewed in a short time!	12/17/2014 6:41 PM
47	I think, overall, it was a good experience.	12/17/2014 5:27 PM
48	As an elementary teacher, I would have liked to have been assigned to assessments in my own content area and in an elementary grade range, whereas I looked at mostly high school leveled questions, which were not familiar content areas to me. therefore making some passages difficult to be able to pass a judgement on	12/17/2014 5:15 PM
49	Better quality of the meals.	12/17/2014 5:01 PM

50	Really? The computer issues? You needed to ask? Seriously, you addressed problems when they hapened. It takes time to find solutions. Well done.	12/17/2014 4:10 PM
51	From an economic point of view, there are probably no corners to be cut; it is a tough process. The days were long and hard for this 72 year old gent but I see nothing that can be done about that and it should be a one time even--at least for this much work.	12/17/2014 3:58 PM
52	It was long and boring. There needed to be some other activities periodically through out the day. Perhaps a chance to collaborate and share ideas for teaching concepts.	12/17/2014 3:30 PM
53	Too long of a day in front of a computer.	12/17/2014 3:25 PM
54	technology kinks; *put the AIR tab at the bottom so we don't have scroll down on every question. set to default that when ELA question has multiple questions it will not be a 3 click process to accept. just a 2 step with Save. the issue of bias is usually in the text not ?	12/17/2014 3:16 PM
55	I had hoped for some discussion/debate rather than five days of staring at a computer screen in silence.	12/17/2014 2:43 PM
56	can't think of anything	12/17/2014 2:24 PM
57	More snacks and breaks would be appreciated.	12/17/2014 2:23 PM
58	Better internet service	12/17/2014 2:22 PM
59	On Monday, the beginning of the training ....being read to as well as the gentleman who acted like a sergeant was a bit over the top! Suggestion, avoid reading to us when the info is available ...telling, not reading helps the engagement. The over the top acting like he was in the CIA about the security of the test items ....reminding we signed our names that stated we wouldn't disclose the information was all that was needed.	12/17/2014 2:10 PM
60	check bandwidth	12/17/2014 2:06 PM
61	I wonder if after Wednesday morning, some of us could have broken into small groups to review flagged items.	12/17/2014 1:52 PM

Q12 Other Comments/Suggestions

Answered: 30 Skipped: 41

#	Responses	Date
1	I feel that concerns that other statewide stakeholders may have could be better allayed through greater publicization of the process that assessment development involves.	12/18/2014 9:31 AM
2	Thank you for allowing me to be part of this process. All educational leaders should be part of this on some level. I feel like I can ease some of the angst that still exists, while pushing others to move forward for the sake of the students.	12/18/2014 9:01 AM
3	I would really recommend that the SDE take a look at the assessments for the younger grades to see if a more age-appropriate format could be used. The idea assessment would assess skill/knowledge in content area rather than knowledge of how to use technology. I guess if the end game is to turn out good "worker bees" who all know how to use technology, then this new assessment is going to promote that. I would much rather see an assessment that tried to promote critical thinking and reasoning skills over technology use. I'm not quite sure we've found the right assessment yet.	12/18/2014 8:58 AM
4	Introductions of participants- most members did not know anyone.	12/18/2014 8:49 AM
5	Thank you for this experience	12/18/2014 8:46 AM
6	We should have had shorter days. The planning seemed very poor to me Things were not communicated as well as I would have liked. I think if we had shorter days we would all be able to do the job better.	12/18/2014 8:45 AM
7	Very interesting and I am glad to have been a part of the process	12/18/2014 8:45 AM
8	Perhaps there should be a third level of "neutral"on questions 7 and 8.	12/18/2014 8:43 AM
9	items need to be equally distributed amongst testers, some testers finishing early was demoralizing to volunteers whose items were reading intensive	12/18/2014 8:43 AM
10	Don't let people leave early on the third day when they complete a batch right after lunch, when others who just started a new batch before lunch end up staying until 5. It really was stressful and felt unfair, made me want to rush through the questions to get out early.	12/18/2014 8:42 AM
11	I'm still not sure how we finished so quickly after only being halfway done.	12/18/2014 8:42 AM
12	earlier and clearer instructions per process and expectations of this activity	12/18/2014 8:40 AM
13	I was impressed with how easily the organizers adjusted things.	12/18/2014 8:33 AM
14	nope	12/18/2014 5:58 AM
15	There were a lot of people in that room and it would have been nice to have more space and wider rows. The chairs were lousy, but there isn't much anyone could do about that. The snacks were helpful because it was quite a solitary experience. It was also really quiet. I could have used some music or known ahead of time to bring my own. (Then again that might have been tricky.)	12/18/2014 2:02 AM
16	None.	12/17/2014 10:04 PM
17	Maybe smaller sets of items with a count so you could see when the end is coming or at least a progress count--sometimes to celebrate and feel like progress has been made. Also, the tech concerns at first were frustrating; just continued awareness of improving that will help the "morale" of the reviewers	12/17/2014 9:19 PM
18	Thank you for your efficient job of putting this together.	12/17/2014 8:53 PM
19	I was sure that the application process used to bring teachers in to participate in the review of ISAT2 assessment item would have eliminated folks who wanted to complain. Just a comment...	12/17/2014 7:25 PM
20	My concerns for 11th grade have decreased, but the 8th grade items I reviewed were extremely rigorous!	12/17/2014 7:06 PM
21	Thank you--this was a valuable experience for me. Teachers should be allowed more input and opportunities for involvement on things like this that directly affect their students	12/17/2014 5:15 PM
22	Bravo to your staff. They were porofessional, courteous, and goal-focused.	12/17/2014 4:10 PM

23	My standards are pretty high after forty year of college teaching and I rate this week an A+.	12/17/2014 3:58 PM
24	I do take issue/have concern that "Letters/articles written by students" are often environmental issues. these questions are in fact NOT written by students. therefore subject choice is written by testing agent. too many of these "social" questions. sons topics were all factually based and those were informative and enjoyable. any type of question that could be political in nature was hopefully flagged. expecially if the tester is to choose which stance in an argumentative essay--that would be too much personal information siphoned off a test question/essay.	12/17/2014 3:16 PM
25	Allow shifts? Some people might want to work earlier and get out earlier, or come in late and stay late.	12/17/2014 2:43 PM
26	You guys are great!	12/17/2014 2:24 PM
27	I am grateful for the opportunity to serve on the panel.	12/17/2014 2:23 PM
28	Better snacks	12/17/2014 2:22 PM
29	Thank you for all of your planning to make this a successful training and workshop.	12/17/2014 2:10 PM
30	Not ot be picky, but breakfast is the most important meal of the day ;)	12/17/2014 1:52 PM

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SUBJECT

Achievement Level Cut Scores and Rationale for Idaho Standards Achievement Tests, Grades 9 and 10 Math and ELA.

REFERENCE

May 30, 2007	Adoption by Board of both Proficiency Levels and Performance Level Descriptors (PLDs) for math and reading in grades 3 through 8 and 11

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code and Section 33-1612, Idaho Code
IDAPA 08.02.03 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Idaho State Board of Education has been administering the Idaho Standards Achievement Tests (ISAT) since the spring of 2003. On December 18, 2014, the Board voted to approve the Score Bands, the Achievement Level Descriptors (ALDs) in ELA and math for Grades 3-8 and 11, and the Achievement Level Setting Documentation

At that time, achievement levels for math and ELA at grades 9 and 10 were not available. Grades 9 and 10 were not included within the scope of work of Smarter Balanced. Therefore, the SDE requested our assessment vendor, American Institutes for Research (AIR) to run simulations using field test data to create cut scores which would align on the same vertical scale as the previously approved 3 through 8 and 11 cut scores. This would allow the vertical scale and proportion of students within each of the four reporting categories to follow the same continuum. This continuous scale from 3-11 will allow student progress to be evaluated over time with consistency.

IMPACT

If the Board does not approve the achievement levels then Idaho students in grades 9 and 10, teachers and parents will not know what the new ISAT scores mean and there will be no measure of student achievement. It would not be possible to determine school improvement status and we would not be in compliance with the Elementary-Secondary Education Act (ESEA).

ATTACHMENTS

STAFF COMMENTS AND RECOMENDATION

Idaho Administrative Rule, IDAPA 08.02.03 defines the achievement standards for the Idaho Standards Achievement Test as “below basic,” “basic,” “proficient,” and “advanced”. The attached document refers to the levels 1 through 4, were

level 1 corresponds with below basic, level 2 with basic, level 3 with proficient, and level 4 with advanced.

BOARD ACTION

I move to approve the Idaho Standards Achievement Test achievement standards, at each performance level, as submitted in attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Score Bands

	Level 1		Level 2		Level 3		Level 4	
ELA	From	To	From	To	From	To	From	To
3	2000	2366	2367	2431	2432	2489	2490	2636
4	2198	2415	2416	2472	2473	2532	2533	2690
5	2239	2441	2442	2501	2502	2581	2582	2724
6	2259	2456	2457	2530	2531	2617	2618	2748
7	2268	2478	2479	2551	2552	2648	2649	2768
8	2292	2486	2487	2566	2567	2667	2668	2790
11	2290	2492	2493	2582	2583	2681	2682	3000
Math	From	To	From	To	From	To	From	To
3	2000	2380	2381	2435	2436	2500	2501	2613
4	2255	2410	2411	2484	2485	2548	2549	2663
5	2265	2454	2455	2527	2528	2578	2579	2710
6	2263	2472	2473	2551	2552	2609	2610	2752
7	2243	2483	2484	2566	2567	2634	2635	2789
8	2239	2503	2504	2585	2586	2652	2653	2819
11	2242	2542	2543	2627	2628	2717	2718	3000

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Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING **Target 4**	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING **Informational Text** **Targets 8–14**	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING **Targets 1–10**	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING **Informational Text** **Targets 8–14**	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING **Targets 1–10**	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING **Informational Text** **Targets** **8–14**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING **Targets** **1–10**	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text **Targets 8–14**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING **Informational Text** **Targets 8–14**	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING **Targets 1–10**	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING **Informational Text** **Targets** **8–14**	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets 1–7**	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING **Informational Text** **Targets 8–14**	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING **Targets: 1 and 3–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING **Target 4**	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets**	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING **Target 4**	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING **Informational Text** **Targets 8–14**	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING **Targets 1–10**	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING **Informational Text** **Targets 8–14**	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING **Targets 1–10**	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets 1–7**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING **Informational Text** **Targets 8–14**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING **Targets 1–10**	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text **Targets 8–14**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING **Informational Text** **Targets 8–14**	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING **Targets 1–10**	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING **Informational Text** **Targets** **8–14**	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING **Informational Text** **Targets** **8–14**	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING **Targets:** **1 and** **3–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING **Target 4**	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets**	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p$ =/≤/≥/</> q or px =/≤/≥/</> q, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\|-3\| < \|-5\|$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES **Targets A and B:** **Number and Quantity**	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES **Target C:** **Quantities**	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES **Targets D, E, F, G, H, I, and J:** **Algebra**	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES **Targets K, L, M, and N:** **Functions**	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES **Target O:** **Similarity, Right Triangles, and Trigonometry**	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES **Target P:** **Statistics and Probability**	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p =/\leq/\geq/</> q$ or $px =/\leq/\geq/</> q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\|-3\| < \|-5\|$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES **Targets A and B:** **Number and Quantity**	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES **Target C:** **Quantities**	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES **Targets D, E, F, G, H, I, and J:** **Algebra**	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES **Targets K, L, M, and N:** **Functions**	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES **Target O:** **Similarity, Right Triangles, and Trigonometry**	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES **Target P:** **Statistics and Probability**	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Establishing Cut-Scores for Common Grades 9 and 10 English Language Arts/Literacy (ELA/L) and Mathematics Assessments

Introduction

Part of the scope of work in the Multi-Agency Assessment Cooperative (MAAC) is to develop grades 9 and 10 English language arts/literacy (ELA/L) and mathematics tests based on the grade 11 items in the 2014 Smarter Balanced assessment. The grades 9 and 10 tests would

- be common across three states: Idaho, U.S. Virgin Islands, and West Virginia;
- be calibrated on the Smarter Balanced grades 3–11vertical scale;
- be administered as a computer adaptive test; and
- have separate grade-specific cut-scores.

Blueprints

AIR examined the Common Core State Standards (CCSS) and determined that in ELA/L it was not possible to develop separate grades 9 and 10 blueprints. Therefore, the grades 9 and 10 tests will be based on the grade 11 blueprint. In mathematics however, AIR was able to create blueprints for grade 9 Integrated Mathematics I and grade 10 Integrated Mathematics II.

Proposed Blueprint for Grades 9 and 10 ELA/L Assessments

Because the Common Core State Standards for ELA/L are nearly identical between grades 9 and 10 and grades 11 and 12, the blueprint we propose for the grades 9 and 10 ELA/L benchmark assessments is the same blueprint Smarter uses at grade 11.

The Smarter blueprint is organized around claims and targets, within which are the CCSS for grades 11 and 12. These groupings can be found in Smarter's content specifications located on the Smarter Balanced website (**http://www.smarterbalanced.org/?s=content+specifications**). The blueprint does not go down to the standard level; therefore, the specific differences between the two grade bands are indistinguishable on the blueprint itself.

Based on the content specifications, targets 4 and 5 are where we see some differences between the standards at grades 9 and 10 and grades 11 and 12. For example, standard 9, which is included in both targets 4 and 5, calls for a comparison across literary texts. At grades 11 and 12, the standard calls for a comparison that is limited to foundational works of American literature from the same time period. At grades 9 and 10, the standard calls for an examination of texts across time periods and cultures. While there is some variation in the passages that support these standards, the items themselves—and the essential skills of integrating knowledge across multiple texts—are, we believe, ostensibly the same constructs.

The Smarter blueprint also calls for brief writing tasks as well as an extended writing task associated with the performance task. The rubric used to score the performance task is the same rubric used at grade 8. It is intended to measure overall writing performance rather than grade-specific subskills. Even the conventions dimension of the rubric does not specify grade-level grammar/usage skills. A full-credit score on conventions is given if the response "demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling; no systematic pattern of errors is displayed."

The table below is Smarter's ELA/L Summative Assessment Blueprint for grade 11, which can also be found on Smarter's website at **http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/ELA_Preliminary_-Blueprint-2014_04-30Final.pdf**.

We propose this blueprint for grades 9 and 10 ELA/L benchmark assessments as shown in Table 1.

Table 1: Blueprint for Grade 9 and 10 ELA/L

<table>
<tr><th colspan="9">Target Sampling ELA/L Grade 11</th></tr>
<tr><th rowspan="2">Component</th><th rowspan="2">Claim/Score Reporting Category</th><th rowspan="2">Content Category</th><th colspan="2" rowspan="2">Assessment Target [1]</th><th rowspan="2">DoK[2,3]</th><th rowspan="2">CAT Items</th><th colspan="2">Item Type</th><th rowspan="2">Total Items</th></tr>
<tr><th>Machine Scored</th><th>Short Text</th></tr>
<tr><td rowspan="14">CAT</td><td rowspan="14">1. Reading</td><td rowspan="7">Literary[4]</td><td>2</td><td>Central Ideas</td><td>2, 3</td><td>1[5]</td><td rowspan="2">1[5]</td><td rowspan="2">1[5]</td><td rowspan="7">6</td></tr>
<tr><td>4</td><td>Reasoning and Evaluation</td><td>3, 4</td><td>1[5]</td></tr>
<tr><td>1</td><td>Key Details</td><td>2</td><td rowspan="5">4</td><td rowspan="5">4</td><td rowspan="5">0</td></tr>
<tr><td>3</td><td>Word Meanings</td><td>1, 2</td></tr>
<tr><td>5</td><td>Analysis within/ across Texts</td><td>3, 4</td></tr>
<tr><td>6</td><td>Text Structures and Features</td><td>3, 4</td></tr>
<tr><td>7</td><td>Language Use</td><td>3</td></tr>
<tr><td rowspan="7">Informational[6]</td><td>9</td><td>Central Ideas</td><td>2, 3</td><td rowspan="2">5–6[7]</td><td rowspan="7">12–13[7]</td><td>1[7]</td><td rowspan="7">13-14</td></tr>
<tr><td>11</td><td>Reasoning and Evaluation</td><td>3, 4</td><td rowspan="6">0</td></tr>
<tr><td>8</td><td>Key Details</td><td>2</td><td rowspan="5">8</td></tr>
<tr><td>10</td><td>Word Meanings</td><td>1, 2</td></tr>
<tr><td>12</td><td>Analysis within/ across Texts</td><td>3, 4</td></tr>
<tr><td>13</td><td>Text Structures and Features</td><td>3, 4</td></tr>
<tr><td>14</td><td>Language Use</td><td>3</td></tr>
</table>

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK[2,3]	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	2. Writing	Organization/ Purpose	1a 3a 6a	Write Brief Texts[8]	3	3	0	0–1[8]	10
			1b 3b 6b	Revise Brief Texts	2		0–2[8]	0	
		Evidence/ Elaboration	1a 3a 6a	Write Brief Texts[8]	3		0	0–1[8]	
			1b 3b 6b	Revise Brief Texts	2		2	0	
			8	Language and Vocabulary Use[9]	1, 2	2	2	0	
		Conventions	9	Edit/Clarify	1, 2	5	5	0	
	3. Speaking/ Listening	Listening	4	Listen/Interpret	1, 2, 3	9	9	0	9
	4. Research	Research	2	Analyze/ Integrate Info	2	5	5	5	5
			3	Evaluate Info/ Sources	2				
			4	Use Evidence	2				

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK	Item Type			Scores
						Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/ Purpose	2 4 7	Compose Full Texts	4	0	0	1	1
		Evidence/ Elaboration	2 4 7	Compose Full Texts					1
			8	Language and Vocabulary Use					
		Conventions	9	Edit/Clarify					1
	4. Research	Research	2	Analyze/ Integrate Info	3, 4	1	2	0	3
			3	Evaluate Info/ Sources	3, 4				
			4	Use Evidence	3, 4				

Proposed Blueprint for Grades 9 and 10 Mathematics Assessments

Because the grade 11 Mathematics blueprint includes an accumulation of standards from concepts taught in 9th, 10th and 11th grade the 9th and 10th grade blueprints are a subset of the 11th grade blueprint. All of the targets and domains on the grade 11 Smarter mathematics test are considered to be college and career ready content. So the grades 9 & 10 blueprints are the intersection of the Smarter grade 11 blueprint and what is taught in Integrated Math I for grade 9 and Integrated Math II for grade 10.

These two blueprints were created by starting with the grade 11 Smarter mathematics blueprint. Targets in Claim 1 that contain standards that are **not** part of the Integrated Math I or Integrated Math II recommended standards from CCSS Appendix A were removed. Domains in Claims 2, 3, and 4 that contain standards that are **not** part of the Integrated Math I/Integrated Math II recommended standards from CCSS Appendix A were removed. Then the targets were allocated appropriately to calculator and non-calculator segments based on how the items were field tested on grade 11. Last, the total number of items allocated to each claim and content category were updated to be proportional to the number of items on the grade 11 Smarter assessment.

The original Smarter grade 11 blueprint for mathematics can be found here: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/Math_Preliminary_-Blueprint-2014_04-30Final.pdf

We propose these blueprints for grades 9 and 10 mathematics summative assessments.

Table 2: Blueprint for Mathematics Grade 9

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-3	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0		
		G. Create equations that describe numbers or relationships.	1, 2	0-5		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0-8		
		K. Understand the concept of a function and use function notation.	1, 2	0-8		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	0	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	1-3		
		A. Extend the properties of exponents to rational exponents.	1, 2	0		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	1-3		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

Table 3: Blueprint for Mathematics Grade 10

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-6	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0-3		
		G. Create equations that describe numbers or relationships.	1, 2	0-6		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0		
		K. Understand the concept of a function and use function notation.	1, 2	0		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	2-4	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	0		
		A. Extend the properties of exponents to rational exponents.	1, 2	0-2		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	0		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher

Note that the blueprints above are preliminary and not final. They will be firmed up after AIR completes the simulations for the assessments.

Establishing Cut-Scores

There are several ways that cut-scores could be established for the common grades 9 and 10 tests. The most time-consuming, and expensive option would be to bring in a panel of standard setters and do a regular standard setting similar to the one done by Smarter Balanced. This could be done after the close of the testing window in 2015. The big disadvantage of this option is that scores in grades 9 and 10 could not be reported until after the standard-setting process was completed in June
or July.

A second, more simple and immediate, way the cut-scores could be established would be to use a regression interpolation procedure and determine the cut-scores statistically. This is the approach taken in the results below.

AIR examined the cut-scores established by Smarter Balanced in a variety of ways. Several patterns were immediately obvious when examining the cut-scores in the vicinity of grade 9 and 10. These are show in Figures 1–3 for ELA/L and Figures 4–6 for mathematics.

Figure 1: ELA/L Level 2 Smarter Cut-Scores

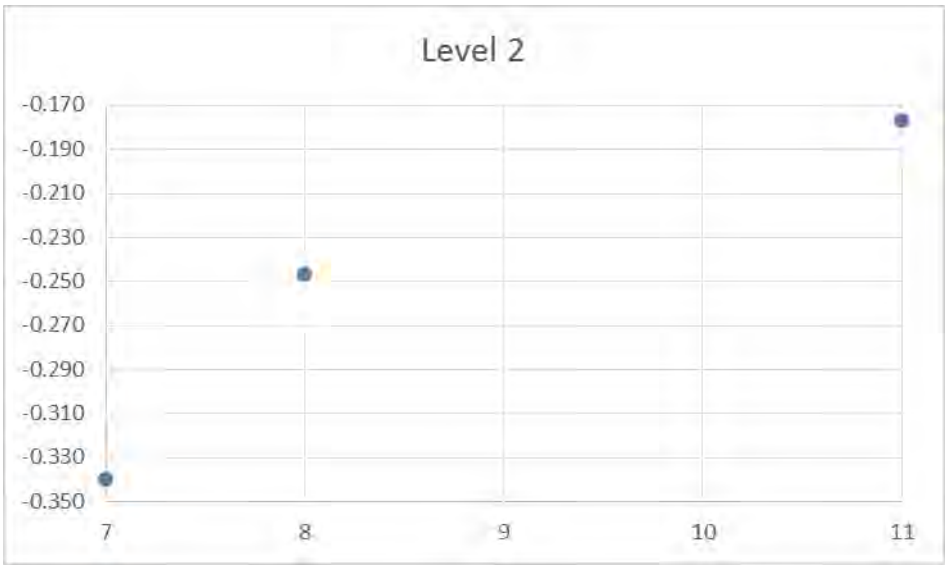


Figure 2: ELA/L Level 3 Smarter Cut-Scores

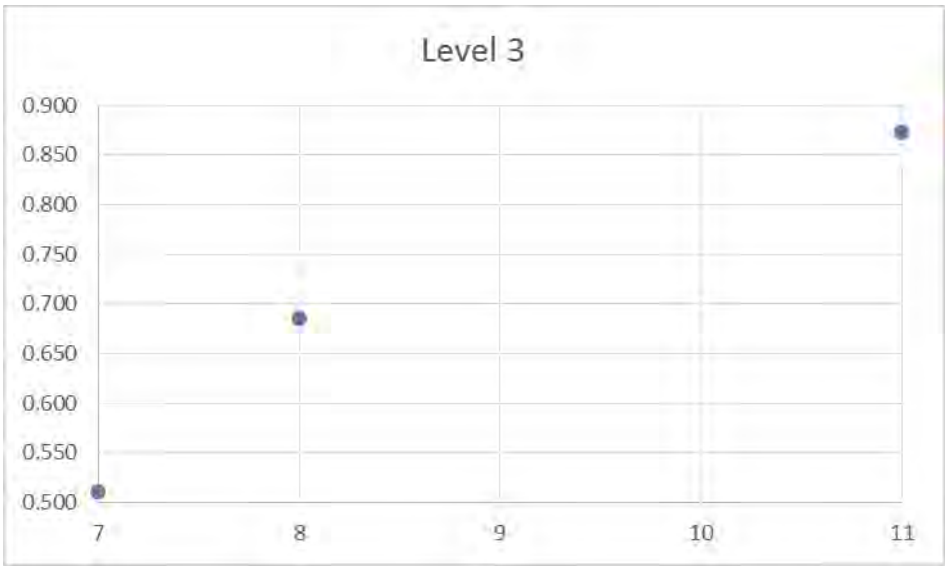


Figure 3: ELA/L Level 4 Smarter Cut-Scores

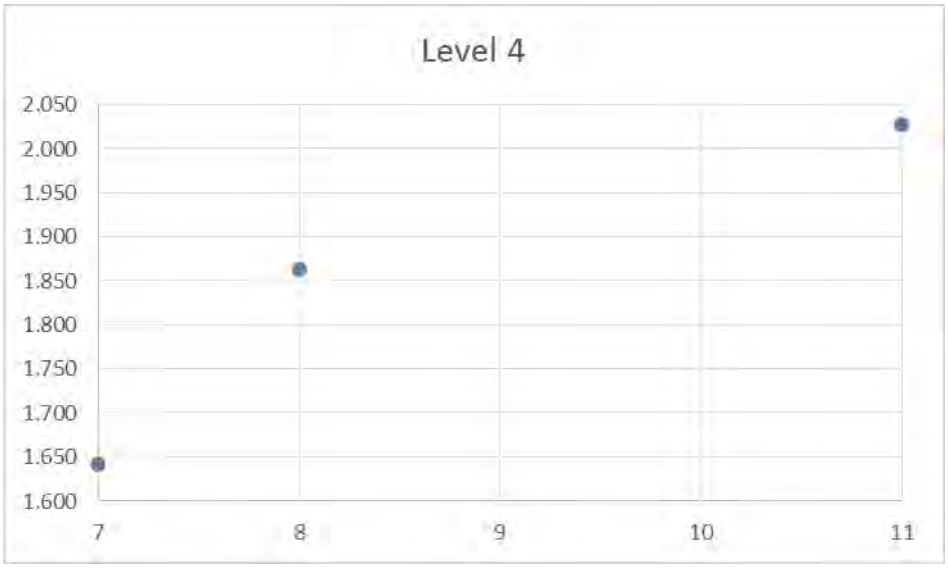


Figure 4: Mathematics Level 2 Smarter Cut-Scores

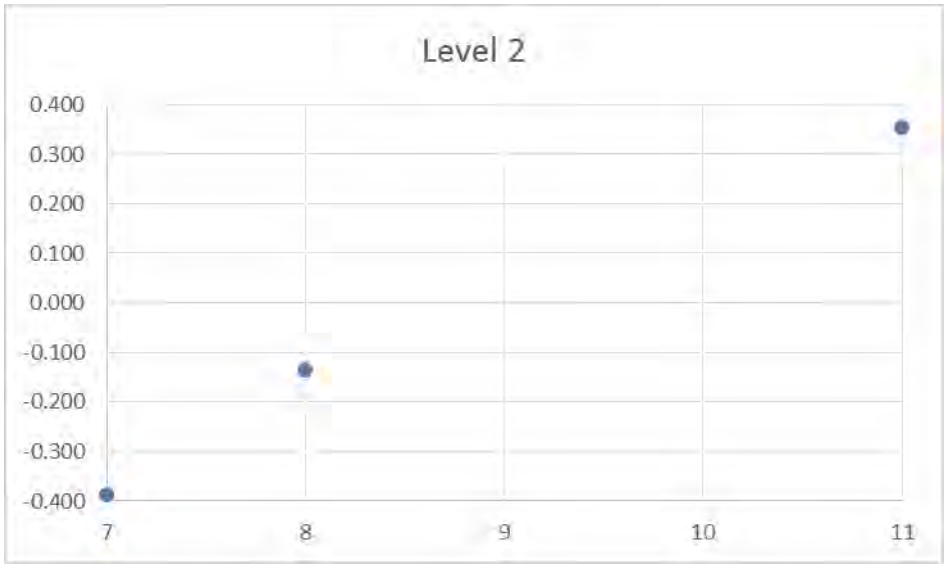


Figure 5: Mathematics Level 3 Smarter Cut-Scores

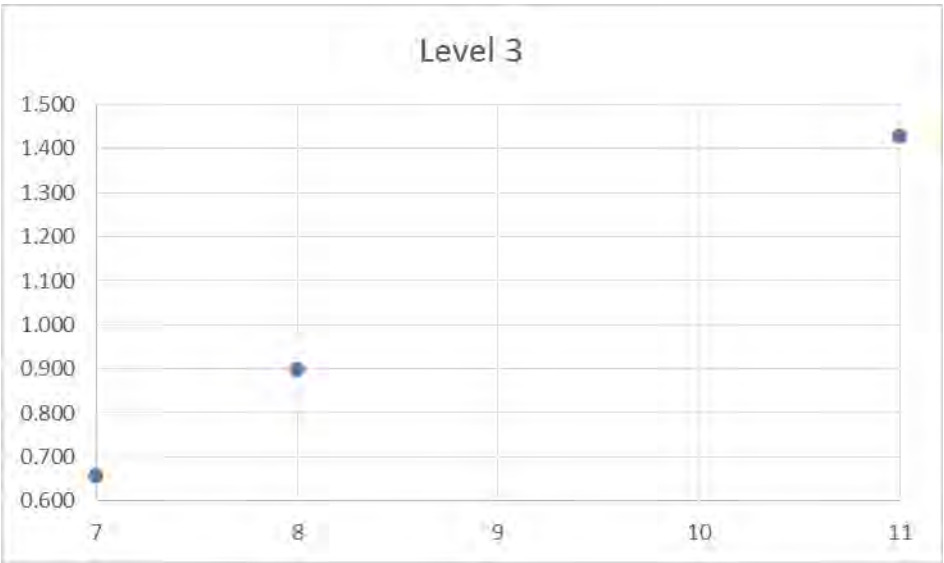
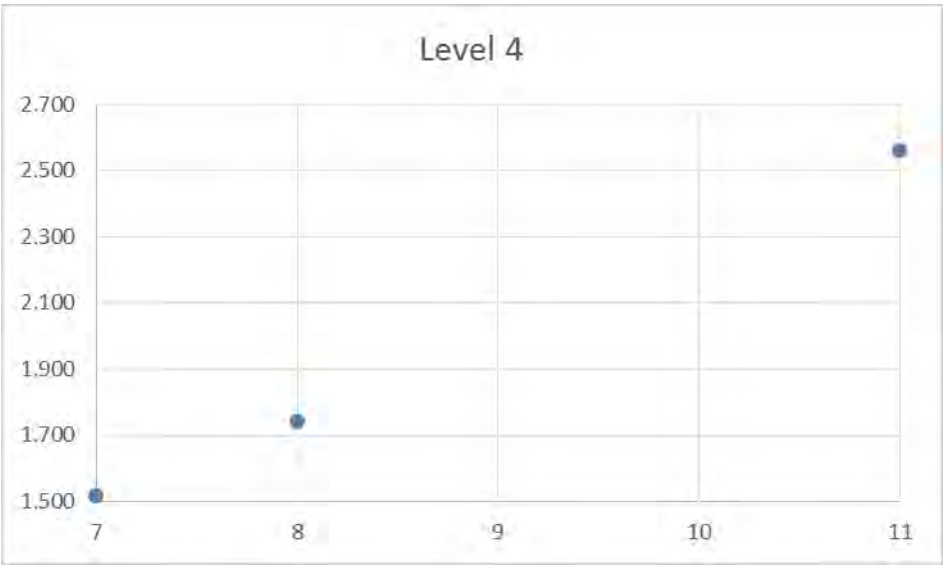


Figure 6: Mathematics Level 4 Smarter Cut-Scores



The obvious patterns in the graphs are that the cut-scores for ELA/L are curvilinear between grades 7 and 11, but the cut-scores for mathematics are linear. Therefore, in order to predict the cut-scores for grades 9 and 10 AIR used a curvilinear regression approach for ELA/L and a linear regression approach for mathematics. For ELA/L theta was converted to exp(theta). The predicted exp(theta) was converted back to the original theta metric by taking the log of predicted exp(theta). For mathematics, a simple linear regression using theta was used.

The sample sizes are listed in **Table 4**.

The sample sizes used in the regression analyses are listed in **Table 4**. Table 5 shows the values of cut-scores used in the regression for ELA/L, along with the slopes and intercepts of the regressions. Similarly, Table 6 shows the same results for mathematics. The percentage at and above for grades 9 and 10 was obtained from ETS. These percentages are based on the 2014 Smarter Balanced field-test vertical linking sample.

Table 4: Sample Sizes of Grades 9, 10, and 11 Students in Vertical Linking Sample

Sample Sizes in Vertical Linking Sample		
Grade	**ELA/L**	**Math**
09	7,714	12,016
10	11,924	14,342
11	31,019	21,250

Table 5: Cut-Scores for ELA/L

Level 2			
Anchoring Grade	**Exp(theta)**	**Theta Cut**	**Percentage (%) at and above**
07	0.712	-0.340	66
08	0.781	-0.247	71
11	0.838	-0.177	72
		Slope	0.028589
		Intercept	0.529122
Level 3			
07	1.665	0.510	38
08	1.984	0.685	41
11	2.392	0.872	41
		Slope	0.17107
		Intercept	0.530975
Level 4			
07	5.160	1.641	8
08	6.437	1.862	9
11	7.584	2.026	11
		Slope	0.554269
		Intercept	1.58987

Table 6: Cut-Scores for Mathematics

Level 2		
Anchoring Grade	**Theta Cut**	**Percentage (%) at and above**
07	-0.390	64
08	-0.137	62
11	0.354	59
	Slope	0.180846
	Intercept	-1.625
Level 3		
07	0.657	33
08	0.897	32
11	1.426	33
	Slope	0.188577
	Intercept	-0.641
Level 4		
07	1.515	13
08	1.741	13
11	2.561	11
	Slope	0.264231
	Intercept	-0.351

Table 7 shows the predicted cut-scores for grades 9 and 10 for ELA/L; Table 8 has the same information for mathematics. The scaled score cut-scores for grades 9 and 10 are bolded in both tables.

Table 7: Predicted Cut-Scores for ELA/L

ELA/L Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**Scaled Score Cuts**
07	-0.316	65	-0.34	2479
08	-0.277	72	-0.247	2487
09	-0.240	68	-0.240	**2488**
10	-0.205	76	-0.205	**2491**
11	-0.170	72	-0.177	2493
07	0.547	37	0.51	2552
08	0.642	43	0.685	2567
09	0.728	38	0.728	**2571**
10	0.807	46	0.807	**2577**
11	0.881	40	0.872	2583
07	1.699	8	1.641	2649
08	1.796	10	1.862	2668
09	1.884	9	1.884	**2670**
10	1.965	13	1.965	**2677**
11	2.040	11	2.026	2682

Table 8: Predicted Cut-Scores for Mathematics

Mathematics Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**SS Cuts**
07	-0.359	63	-0.39	2484
08	-0.178	63	-0.137	2504
09	0.003	56	0.003	**2515**
10	0.183	62	0.183	**2529**
11	0.364	59	0.354	2543
07	0.679	32	0.657	2567
08	0.868	33	0.897	2586
09	1.056	28	1.056	**2599**
10	1.245	33	1.245	**2614**
11	1.433	33	1.426	2628
07	1.499	13	1.515	2635
08	1.763	12	1.741	2653
09	2.027	9	2.027	**2676**
10	2.291	12	2.291	**2697**
11	2.556	11	2.561	2718

The scaled score-cuts were obtained by applying the scaled score linear transformations used by Smarter Balanced to convert thetas to scaled scores. The transformations are in Table 9.

Table 9: Scaled Score Transformations for Smarter Balanced

Sample Sizes in Vertical Linking Sample			
Subject	**Grade**	**Slope (a)**	**Intercept (b)**
ELA/L	3–8, HS	85.8	2508.2
Math	3–8, HS	79.3	2514.9

Lowest Observable Scaled Score (LOSS) and Highest Observable Scaled Score (HOSS) and Initial Ability Estimate

For reporting AIR would use the grade 11 lowest observable theta and highest observable theta (LOT/HOT) as well the lowest observable scaled score and highest observable scaled score (LOSS/HOSS) values. For ability estimation AIR would use the average ability of 2014 9th and 10th grade students as starting values. These are shown in Table 10. If approved by ID, WI and WV these values would be included in the Soring Specifications,

Table 10: LOSS/HOSS Values and Initial Ability Estimates

Subject	Grade	Min	Max	Average	Standard Dev	Theta Metric		Scale Score Metric	
						LOT	HOT	LOSS	HOSS
ELA	9	-2.4375	3.3392	0.3396	1.1536	-2.4375	3.3392	2299	2795
ELA	10	-2.4375	3.3392	0.6310	1.1747	-2.4375	3.3392	2299	2795
ELA	11	-2.4375	3.3392	0.5371	1.2025	-2.4375	3.3392	2299	2795
Math	9	-2.9564	4.3804	0.1791	1.4390	-2.9564	4.3804	2280	2862
Math	10	-2.9564	4.3804	0.5388	1.4978	-2.9564	4.3804	2280	2862
Math	11	-2.9564	4.3804	0.6696	1.5757	-2.9564	4.3804	2280	2862

Conclusions

As stated above, there are several ways that cut-scores could be established for the common grades 9 and 10 ELA/L and mathematics test that will be developed for Idaho, the U.S. Virgin Islands, and West Virginia. One way would be to wait for the closing of the testing window and use a standard-setting workshop panel to recommend standards. This would delay the reporting of grades 9 and 10 results until after the cut-scores were adopted.

An easier, and immediate, approach is to set the cut-scores through a statistical procedure. Such an approach is reported in this paper. The cut-scores look reasonable and are probably very close to what would be established if an actual workshop were used to recommend standards. The statistical approach relies on the assumption that the results of the 2014 Grade 9 and 10 vertical linking samples are comparable to the results that would have occurred if the 2014 Grade 9 and 10 tests had been administered according to the above blueprints.

If the three states accept the cut-scores presented above, the results can then be reported on an ongoing basis during the testing window.

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SUBJECT

Temporary Rule - IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporation by Reference.

REFERENCE

December 18, 2014	The State Board approved the Idaho Academic Achievement Standards, including the Proficiency Level Descriptors and ISAT achievement levels at each performance level for each grade, 3-8 and 11.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code and Section 33-1612, Idaho Code
IDAPA 08.02.03 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The State Board of Education approved the Idaho Academic Achievement Standards, including the Proficiency Line Descriptors and the Idaho Standards Achievement Test (ISAT) achievement levels, at each performance level for grades three (3) through (8) and eleventh (11) on December 18, 2014 and will consider grades nine (9) and ten (10) at the regular February 2015 Board meeting.

The achievement level standards (cut scores) are incorporated by reference into administrative rule. The Board last approved and incorporated these standards November 11, 2009. With the realignment of the assessment with the new content standards it is necessary to update the cut scores that are incorporated into administrative rule.

A Temporary Rule is necessary for the 2014-2015 school year to represent the new achievement level scores for the ISAT and to be in compliance with the Elementary-Secondary Education Act (ESEA)

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in

amendments to governing law or federal programs; or is conferring a benefit. These rules qualify as temporary rules as they will bring rules into compliance with amendments to governing law.

Generally Proposed and Temporary rules are promulgated simultaneously and the Proposed rule moves forward through the process to become a Pending rule, which the legislature reviews during the next legislative session. During the legislative session there is a moratorium on Proposed and Pending rules. A Proposed and then Pending rule will have to be brought forward to the Board after the conclusion of the current legislative session if the rule amendments are going to be made permanent.

BOARD ACTION

I move to approve the Temporary Rule IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation By Reference effective February 19, 2015.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

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 at www.boardofed.idaho.gov. (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 English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

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 at www.sde.idaho.gov. (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 at www.sde.idaho.gov. (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~~December 18, 2014. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. ~~(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 at www.boardofed.idaho.gov. (5-8-09)

07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on May 18, 2011. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-12)

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 at www.boardofed.idaho.gov. (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 at www.boardofed.idaho.gov. (4-2-08)

Score Bands

	Level 1		Level 2		Level 3		Level 4	
ELA	From	To	From	To	From	To	From	To
3	2000	2366	2367	2431	2432	2489	2490	2636
4	2198	2415	2416	2472	2473	2532	2533	2690
5	2239	2441	2442	2501	2502	2581	2582	2724
6	2259	2456	2457	2530	2531	2617	2618	2748
7	2268	2478	2479	2551	2552	2648	2649	2768
8	2292	2486	2487	2566	2567	2667	2668	2790
11	2290	2492	2493	2582	2583	2681	2682	3000
Math	From	To	From	To	From	To	From	To
3	2000	2380	2381	2435	2436	2500	2501	2613
4	2255	2410	2411	2484	2485	2548	2549	2663
5	2265	2454	2455	2527	2528	2578	2579	2710
6	2263	2472	2473	2551	2552	2609	2610	2752
7	2243	2483	2484	2566	2567	2634	2635	2789
8	2239	2503	2504	2585	2586	2652	2653	2819
11	2242	2542	2543	2627	2628	2717	2718	3000

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Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING **Informational Text** **Targets 8–14**	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING **Targets 1–10**	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING **Informational Text** **Targets** **8–14**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING **Targets** **1–10**	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text **Targets 8–14**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING **Informational Text** **Targets 8–14**	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING **Targets 1–10**	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING **Informational Text** **Targets** **8–14**	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING **Informational Text** **Targets 8–14**	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING **Informational Text** **Targets** **8–14**	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING **Targets:** **1 and** **3–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING **Target 4**	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets**	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 3 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to-moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.

	• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING **Target 4**	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING **Informational Text** **Targets 8–14**	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
WRITING **Targets 1–10**	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.

	• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually without support.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect

	information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.

	• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING **Informational Text** **Targets 8–14**	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.

	• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors
Grade 4 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING **Informational Text** **Targets 8–14**	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.
WRITING **Targets 1–10**	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning.

	• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING **Informational Text** **Targets** **8–14**	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
WRITING **Targets** **1–10**	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.

	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY **Targets 1–4**	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets 1–7**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text **Targets 8–14**	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or

	judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 5 English Language Arts/Literacy

The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING **Informational Text** **Targets 8–14**	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.
WRITING **Targets 1–10**	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

	• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors
Grade 6 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING **Informational Text** **Targets** **8–14**	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and

	audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.

	• Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.

SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors
Grade 7 English Language Arts/Literacy

READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 8 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING **Informational Text** **Targets** **8–14**	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
WRITING **Targets** **1–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English

	grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

WRITING **Targets 1–10**	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING **Target 4**	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets 1–4**	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING **Literary Text** **Targets 1–7**	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING	• Identify several pieces of strong and varied textual evidence from sources across

Informational Text Targets 8–14	disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 11 English Language Arts/Literacy

The student who just enters Level 2 should be able to:	
READING **Literary Text** **Targets 1–7**	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING **Informational Text** **Targets 8–14**	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.
WRITING **Targets: 1 and 3–10**	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING **Target 4**	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY **Targets**	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials.

1–4	• Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.
The student who just enters Level 3 should be able to:	
READING **Literary Text** **Targets** **1–7**	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING **Informational Text** **Targets** **8–14**	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.
WRITING **Targets** **1 and** **3–10**	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence.

	• Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.
The student who just enters Level 4 should be able to:	
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.

	• Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\|-3\| < \|-5\|$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES **Targets A and B:** **Number and Quantity**	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES **Target C:** **Quantities**	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES **Targets D, E, F, G, H, I, and J:** **Algebra**	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES **Targets K, L, M, and N:** **Functions**	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES **Target O:** **Similarity, Right Triangles, and Trigonometry**	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES **Target P:** **Statistics and Probability**	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one-digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• N/A
CONCEPTS AND PROCEDURES Target K: Geometry	• N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 4 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in = ___ ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 5 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\|-3\| < \|-5\|$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 6 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 7 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 8 Mathematics

The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

The student who just enters Level 2 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.
The student who just enters Level 3 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.

	• Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.
The student who just enters Level 4 should be able to:	
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.

Threshold Achievement Level Descriptors
Grade 11 Mathematics

CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Establishing Cut-Scores for Common Grades 9 and 10 English Language Arts/Literacy (ELA/L) and Mathematics Assessments

Introduction

Part of the scope of work in the Multi-Agency Assessment Cooperative (MAAC) is to develop grades 9 and 10 English language arts/literacy (ELA/L) and mathematics tests based on the grade 11 items in the 2014 Smarter Balanced assessment. The grades 9 and 10 tests would

- be common across three states: Idaho, U.S. Virgin Islands, and West Virginia;
- be calibrated on the Smarter Balanced grades 3–11vertical scale;
- be administered as a computer adaptive test; and
- have separate grade-specific cut-scores.

Blueprints

AIR examined the Common Core State Standards (CCSS) and determined that in ELA/L it was not possible to develop separate grades 9 and 10 blueprints. Therefore, the grades 9 and 10 tests will be based on the grade 11 blueprint. In mathematics however, AIR was able to create blueprints for grade 9 Integrated Mathematics I and grade 10 Integrated Mathematics II.

Proposed Blueprint for Grades 9 and 10 ELA/L Assessments

Because the Common Core State Standards for ELA/L are nearly identical between grades 9 and 10 and grades 11 and 12, the blueprint we propose for the grades 9 and 10 ELA/L benchmark assessments is the same blueprint Smarter uses at grade 11.

The Smarter blueprint is organized around claims and targets, within which are the CCSS for grades 11 and 12. These groupings can be found in Smarter's content specifications located on the Smarter Balanced website (**http://www.smarterbalanced.org/?s=content+specifications**). The blueprint does not go down to the standard level; therefore, the specific differences between the two grade bands are indistinguishable on the blueprint itself.

Based on the content specifications, targets 4 and 5 are where we see some differences between the standards at grades 9 and 10 and grades 11 and 12. For example, standard 9, which is included in both targets 4 and 5, calls for a comparison across literary texts. At grades 11 and 12, the standard calls for a comparison that is limited to foundational works of American literature from the same time period. At grades 9 and 10, the standard calls for an examination of texts across time periods and cultures. While there is some variation in the passages that support these standards, the items themselves—and the essential skills of integrating knowledge across multiple texts—are, we believe, ostensibly the same constructs.

The Smarter blueprint also calls for brief writing tasks as well as an extended writing task associated with the performance task. The rubric used to score the performance task is the same rubric used at grade 8. It is intended to measure overall writing performance rather than grade-specific subskills. Even the conventions dimension of the rubric does not specify grade-level grammar/usage skills. A full-credit score on conventions is given if the response "demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling; no systematic pattern of errors is displayed."

The table below is Smarter's ELA/L Summative Assessment Blueprint for grade 11, which can also be found on Smarter's website at **http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/ELA_Preliminary_-Blueprint-2014_04-30Final.pdf**.

We propose this blueprint for grades 9 and 10 ELA/L benchmark assessments as shown in Table 1.

Table 1: Blueprint for Grade 9 and 10 ELA/L

<table>
<tr><th colspan="9">Target Sampling ELA/L Grade 11</th></tr>
<tr><th rowspan="2">Component</th><th rowspan="2">Claim/Score Reporting Category</th><th rowspan="2">Content Category</th><th colspan="2" rowspan="2">Assessment Target [1]</th><th rowspan="2">DoK[2,3]</th><th rowspan="2">CAT Items</th><th colspan="2">Item Type</th><th rowspan="2">Total Items</th></tr>
<tr><th>Machine Scored</th><th>Short Text</th></tr>
<tr><td rowspan="14">CAT</td><td rowspan="14">1. Reading</td><td rowspan="7">Literary[4]</td><td>2</td><td>Central Ideas</td><td>2, 3</td><td>1[5]</td><td rowspan="2">1[5]</td><td rowspan="2">1[5]</td><td rowspan="7">6</td></tr>
<tr><td>4</td><td>Reasoning and Evaluation</td><td>3, 4</td><td>1[5]</td></tr>
<tr><td>1</td><td>Key Details</td><td>2</td><td rowspan="5">4</td><td rowspan="5">4</td><td rowspan="5">0</td></tr>
<tr><td>3</td><td>Word Meanings</td><td>1, 2</td></tr>
<tr><td>5</td><td>Analysis within/ across Texts</td><td>3, 4</td></tr>
<tr><td>6</td><td>Text Structures and Features</td><td>3, 4</td></tr>
<tr><td>7</td><td>Language Use</td><td>3</td></tr>
<tr><td rowspan="7">Informational[6]</td><td>9</td><td>Central Ideas</td><td>2, 3</td><td rowspan="2">5–6[7]</td><td rowspan="7">12–13[7]</td><td>1[7]</td><td rowspan="7">13-14</td></tr>
<tr><td>11</td><td>Reasoning and Evaluation</td><td>3, 4</td><td rowspan="6">0</td></tr>
<tr><td>8</td><td>Key Details</td><td>2</td><td rowspan="5">8</td></tr>
<tr><td>10</td><td>Word Meanings</td><td>1, 2</td></tr>
<tr><td>12</td><td>Analysis within/ across Texts</td><td>3, 4</td></tr>
<tr><td>13</td><td>Text Structures and Features</td><td>3, 4</td></tr>
<tr><td>14</td><td>Language Use</td><td>3</td></tr>
</table>

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK[2,3]	CAT Items	Item Type		Total Items
							Machine Scored	Short Text	
CAT	2. Writing	Organization/ Purpose	1a 3a 6a	Write Brief Texts[8]	3	3	0	0–1[8]	10
			1b 3b 6b	Revise Brief Texts	2		0–2[8]	0	
		Evidence/ Elaboration	1a 3a 6a	Write Brief Texts[8]	3		0	0–1[8]	
			1b 3b 6b	Revise Brief Texts	2		2	0	
			8	Language and Vocabulary Use[9]	1, 2	2	2	0	
		Conventions	9	Edit/Clarify	1, 2	5	5	0	
	3. Speaking/ Listening	Listening	4	Listen/Interpret	1, 2, 3	9	9	0	9
	4. Research	Research	2	Analyze/ Integrate Info	2	5	5	5	5
			3	Evaluate Info/ Sources	2				
			4	Use Evidence	2				

Target Sampling ELA/L Grade 11									
Component	Claim/Score Reporting Category	Content Category	Assessment Target [1]		DoK	Item Type			Scores
						Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/ Purpose	2 4 7	Compose Full Texts	4	0	0	1	1
		Evidence/ Elaboration	2 4 7	Compose Full Texts					1
			8	Language and Vocabulary Use					
		Conventions	9	Edit/Clarify					1
	4. Research	Research	2	Analyze/ Integrate Info	3, 4	1	2	0	3
			3	Evaluate Info/ Sources	3, 4				
			4	Use Evidence	3, 4				

Proposed Blueprint for Grades 9 and 10 Mathematics Assessments

Because the grade 11 Mathematics blueprint includes an accumulation of standards from concepts taught in 9th, 10th and 11th grade the 9th and 10th grade blueprints are a subset of the 11th grade blueprint. All of the targets and domains on the grade 11 Smarter mathematics test are considered to be college and career ready content. So the grades 9 & 10 blueprints are the intersection of the Smarter grade 11 blueprint and what is taught in Integrated Math I for grade 9 and Integrated Math II for grade 10.

These two blueprints were created by starting with the grade 11 Smarter mathematics blueprint. Targets in Claim 1 that contain standards that are **not** part of the Integrated Math I or Integrated Math II recommended standards from CCSS Appendix A were removed. Domains in Claims 2, 3, and 4 that contain standards that are **not** part of the Integrated Math I/Integrated Math II recommended standards from CCSS Appendix A were removed. Then the targets were allocated appropriately to calculator and non-calculator segments based on how the items were field tested on grade 11. Last, the total number of items allocated to each claim and content category were updated to be proportional to the number of items on the grade 11 Smarter assessment.

The original Smarter grade 11 blueprint for mathematics can be found here: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/Math_Preliminary_-Blueprint-2014_04-30Final.pdf

We propose these blueprints for grades 9 and 10 mathematics summative assessments.

Table 2: Blueprint for Mathematics Grade 9

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-3	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0		
		G. Create equations that describe numbers or relationships.	1, 2	0-5		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0-8		
		K. Understand the concept of a function and use function notation.	1, 2	0-8		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	0	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	1-3		
		A. Extend the properties of exponents to rational exponents.	1, 2	0		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	1-3		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

-- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
-- The CAT algorithm will be configured to ensure the following:
For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

Table 3: Blueprint for Mathematics Grade 10

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	0-6	0	15
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0-3		
		G. Create equations that describe numbers or relationships.	1, 2	0-6		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0		
		K. Understand the concept of a function and use function notation.	1, 2	0		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	0-7		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	2-4	0	5
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	0		
		A. Extend the properties of exponents to rational exponents.	1, 2	0-2		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	0		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1-2	3-4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	1	2-3	5–6
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	1		

Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2	2-3	2	8
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3, 4	1-2		

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For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher

Note that the blueprints above are preliminary and not final. They will be firmed up after AIR completes the simulations for the assessments.

Establishing Cut-Scores

There are several ways that cut-scores could be established for the common grades 9 and 10 tests. The most time-consuming, and expensive option would be to bring in a panel of standard setters and do a regular standard setting similar to the one done by Smarter Balanced. This could be done after the close of the testing window in 2015. The big disadvantage of this option is that scores in grades 9 and 10 could not be reported until after the standard-setting process was completed in June
or July.

A second, more simple and immediate, way the cut-scores could be established would be to use a regression interpolation procedure and determine the cut-scores statistically. This is the approach taken in the results below.

AIR examined the cut-scores established by Smarter Balanced in a variety of ways. Several patterns were immediately obvious when examining the cut-scores in the vicinity of grade 9 and 10. These are show in Figures 1–3 for ELA/L and Figures 4–6 for mathematics.

Figure 1: ELA/L Level 2 Smarter Cut-Scores

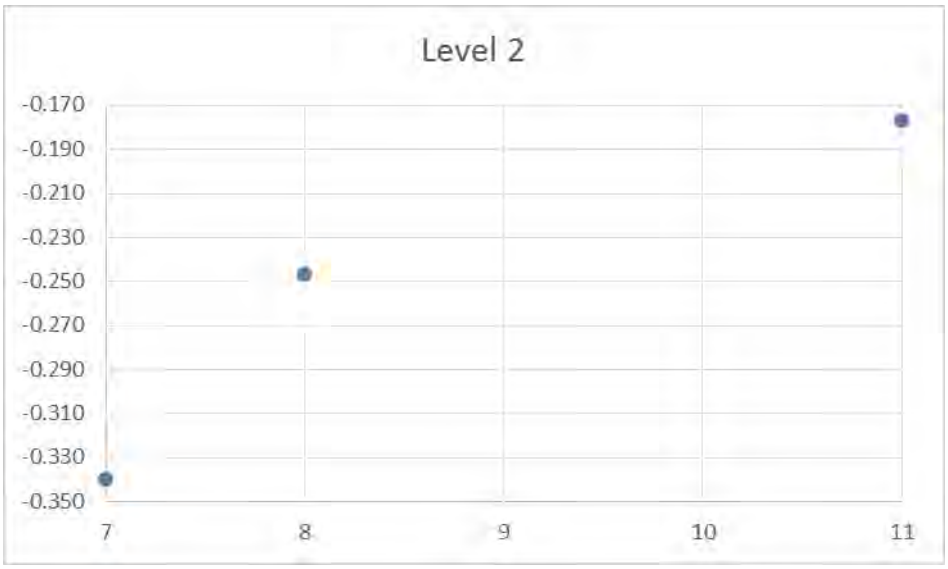


Figure 2: ELA/L Level 3 Smarter Cut-Scores

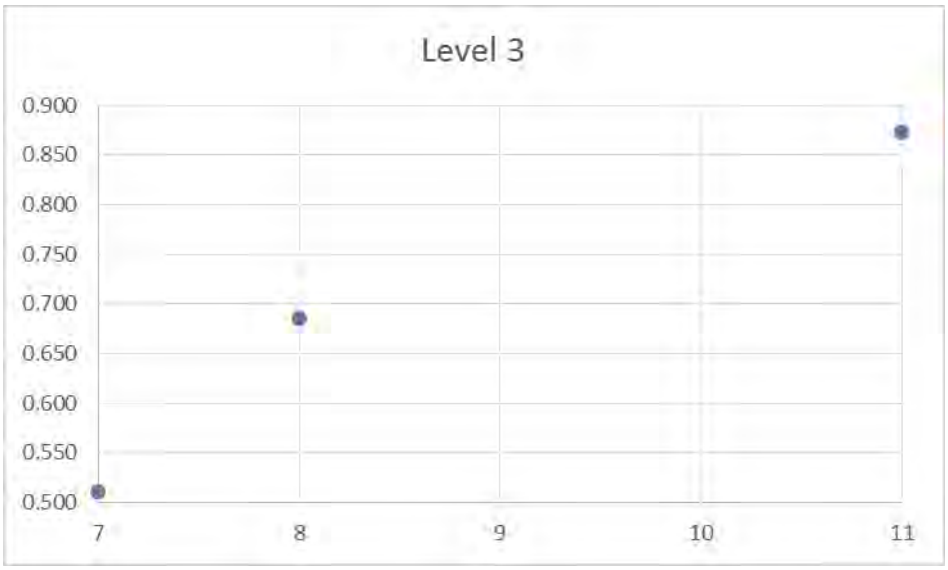


Figure 3: ELA/L Level 4 Smarter Cut-Scores

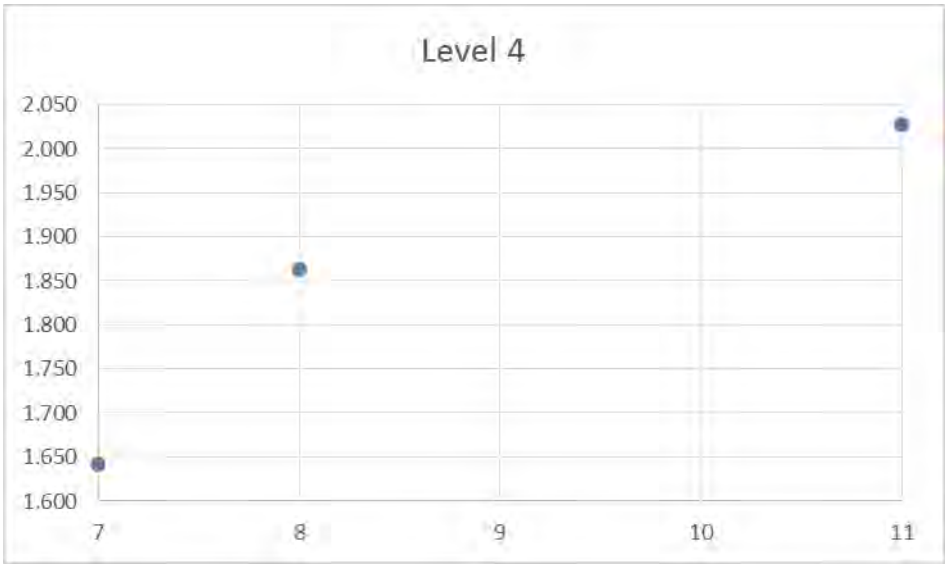


Figure 4: Mathematics Level 2 Smarter Cut-Scores

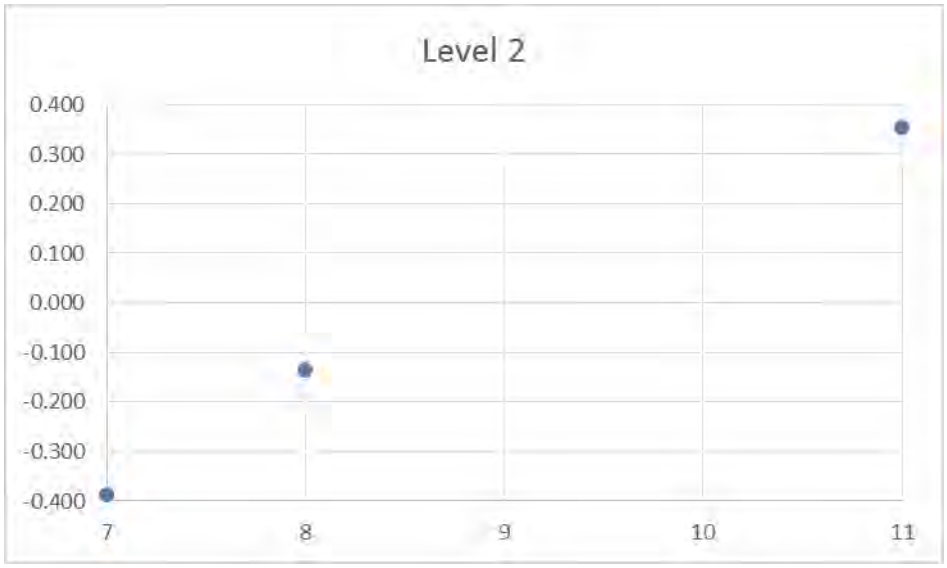


Figure 5: Mathematics Level 3 Smarter Cut-Scores

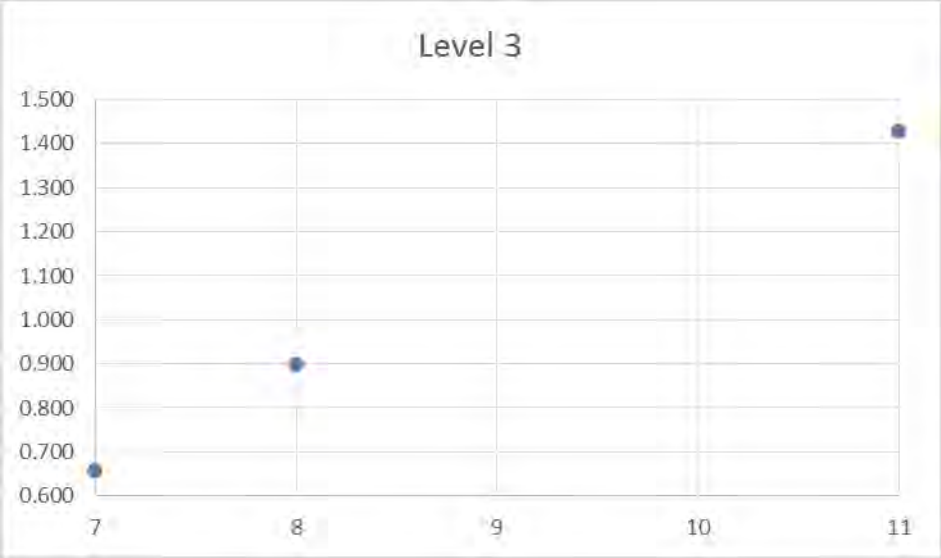
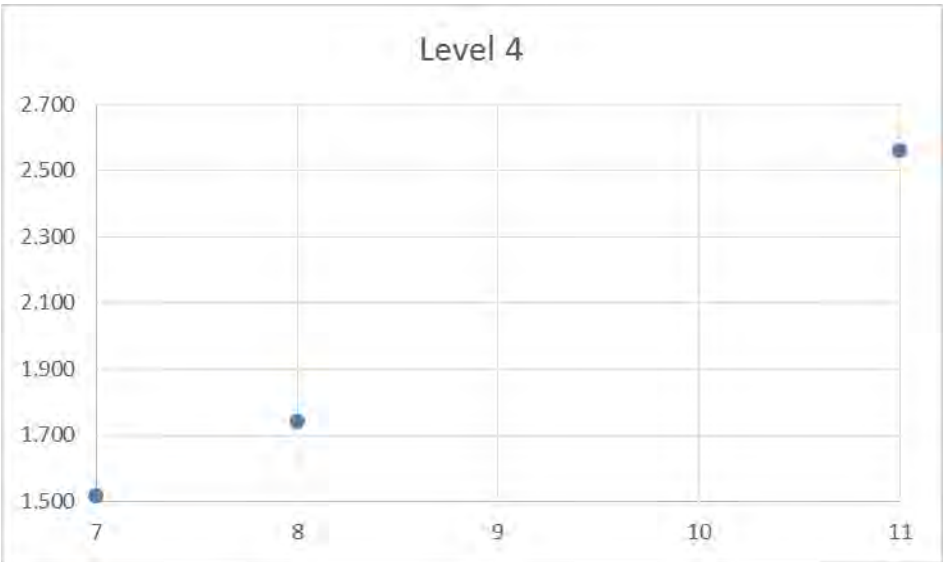


Figure 6: Mathematics Level 4 Smarter Cut-Scores



The obvious patterns in the graphs are that the cut-scores for ELA/L are curvilinear between grades 7 and 11, but the cut-scores for mathematics are linear. Therefore, in order to predict the cut-scores for grades 9 and 10 AIR used a curvilinear regression approach for ELA/L and a linear regression approach for mathematics. For ELA/L theta was converted to exp(theta). The predicted exp(theta) was converted back to the original theta metric by taking the log of predicted exp(theta). For mathematics, a simple linear regression using theta was used.

The sample sizes are listed in **Table 4**.

The sample sizes used in the regression analyses are listed in **Table 4**. Table 5 shows the values of cut-scores used in the regression for ELA/L, along with the slopes and intercepts of the regressions. Similarly, Table 6 shows the same results for mathematics. The percentage at and above for grades 9 and 10 was obtained from ETS. These percentages are based on the 2014 Smarter Balanced field-test vertical linking sample.

Table 4: Sample Sizes of Grades 9, 10, and 11 Students in Vertical Linking Sample

Sample Sizes in Vertical Linking Sample		
Grade	**ELA/L**	**Math**
09	7,714	12,016
10	11,924	14,342
11	31,019	21,250

Table 5: Cut-Scores for ELA/L

Level 2			
Anchoring Grade	**Exp(theta)**	**Theta Cut**	**Percentage (%) at and above**
07	0.712	-0.340	66
08	0.781	-0.247	71
11	0.838	-0.177	72
		Slope	0.028589
		Intercept	0.529122
Level 3			
07	1.665	0.510	38
08	1.984	0.685	41
11	2.392	0.872	41
		Slope	0.17107
		Intercept	0.530975
Level 4			
07	5.160	1.641	8
08	6.437	1.862	9
11	7.584	2.026	11
		Slope	0.554269
		Intercept	1.58987

Table 6: Cut-Scores for Mathematics

Level 2		
Anchoring Grade	**Theta Cut**	**Percentage (%) at and above**
07	-0.390	64
08	-0.137	62
11	0.354	59
	Slope	0.180846
	Intercept	-1.625
Level 3		
07	0.657	33
08	0.897	32
11	1.426	33
	Slope	0.188577
	Intercept	-0.641
Level 4		
07	1.515	13
08	1.741	13
11	2.561	11
	Slope	0.264231
	Intercept	-0.351

Table 7 shows the predicted cut-scores for grades 9 and 10 for ELA/L; Table 8 has the same information for mathematics. The scaled score cut-scores for grades 9 and 10 are bolded in both tables.

Table 7: Predicted Cut-Scores for ELA/L

ELA/L Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**Scaled Score Cuts**
07	-0.316	65	-0.34	2479
08	-0.277	72	-0.247	2487
09	-0.240	68	-0.240	**2488**
10	-0.205	76	-0.205	**2491**
11	-0.170	72	-0.177	2493
07	0.547	37	0.51	2552
08	0.642	43	0.685	2567
09	0.728	38	0.728	**2571**
10	0.807	46	0.807	**2577**
11	0.881	40	0.872	2583
07	1.699	8	1.641	2649
08	1.796	10	1.862	2668
09	1.884	9	1.884	**2670**
10	1.965	13	1.965	**2677**
11	2.040	11	2.026	2682

Table 8: Predicted Cut-Scores for Mathematics

Mathematics Predicted Cut-Scores				
Grade	**Predicted Theta Cut**	**Inverse Proportions**	**Theta Cuts**	**SS Cuts**
07	-0.359	63	-0.39	2484
08	-0.178	63	-0.137	2504
09	0.003	56	0.003	**2515**
10	0.183	62	0.183	**2529**
11	0.364	59	0.354	2543
07	0.679	32	0.657	2567
08	0.868	33	0.897	2586
09	1.056	28	1.056	**2599**
10	1.245	33	1.245	**2614**
11	1.433	33	1.426	2628
07	1.499	13	1.515	2635
08	1.763	12	1.741	2653
09	2.027	9	2.027	**2676**
10	2.291	12	2.291	**2697**
11	2.556	11	2.561	2718

The scaled score-cuts were obtained by applying the scaled score linear transformations used by Smarter Balanced to convert thetas to scaled scores. The transformations are in Table 9.

Table 9: Scaled Score Transformations for Smarter Balanced

Sample Sizes in Vertical Linking Sample			
Subject	**Grade**	**Slope (a)**	**Intercept (b)**
ELA/L	3–8, HS	85.8	2508.2
Math	3–8, HS	79.3	2514.9

Lowest Observable Scaled Score (LOSS) and Highest Observable Scaled Score (HOSS) and Initial Ability Estimate

For reporting AIR would use the grade 11 lowest observable theta and highest observable theta (LOT/HOT) as well the lowest observable scaled score and highest observable scaled score (LOSS/HOSS) values. For ability estimation AIR would use the average ability of 2014 9th and 10th grade students as starting values. These are shown in Table 10. If approved by ID, WI and WV these values would be included in the Soring Specifications,

Table 10: LOSS/HOSS Values and Initial Ability Estimates

Subject	Grade	Min	Max	Average	Standard Dev	Theta Metric		Scale Score Metric	
						LOT	HOT	LOSS	HOSS
ELA	9	-2.4375	3.3392	0.3396	1.1536	-2.4375	3.3392	2299	2795
ELA	10	-2.4375	3.3392	0.6310	1.1747	-2.4375	3.3392	2299	2795
ELA	11	-2.4375	3.3392	0.5371	1.2025	-2.4375	3.3392	2299	2795
Math	9	-2.9564	4.3804	0.1791	1.4390	-2.9564	4.3804	2280	2862
Math	10	-2.9564	4.3804	0.5388	1.4978	-2.9564	4.3804	2280	2862
Math	11	-2.9564	4.3804	0.6696	1.5757	-2.9564	4.3804	2280	2862

Conclusions

As stated above, there are several ways that cut-scores could be established for the common grades 9 and 10 ELA/L and mathematics test that will be developed for Idaho, the U.S. Virgin Islands, and West Virginia. One way would be to wait for the closing of the testing window and use a standard-setting workshop panel to recommend standards. This would delay the reporting of grades 9 and 10 results until after the cut-scores were adopted.

An easier, and immediate, approach is to set the cut-scores through a statistical procedure. Such an approach is reported in this paper. The cut-scores look reasonable and are probably very close to what would be established if an actual workshop were used to recommend standards. The statistical approach relies on the assumption that the results of the 2014 Grade 9 and 10 vertical linking samples are comparable to the results that would have occurred if the 2014 Grade 9 and 10 tests had been administered according to the above blueprints.

If the three states accept the cut-scores presented above, the results can then be reported on an ongoing basis during the testing window.

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SUBJECT

The SAT and Student Data Privacy

REFERENCE

May 14, 2014 — The State Board of Education authorized the sharing of confidential data for compliance with federal program audits.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-133 – Student Data Accessibility and Accountability Act (Student Data Privacy Act) Idaho Administrative Code, IDAPA 08.02.03.105.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Idaho State Department of Education (Department) sponsors and pays for the statewide 11th grade SAT School Day Administration each spring, and the Senior make-up administration(s) the following fall for eligible 12th graders. The SAT test is a standardized college entrance exam sponsored by the College Board. One of the requirements for high school graduation in the State of Idaho is taking a college entrance exam as an 11th grader, such as the SAT. (IDAPA 08.02.03.105.03).

The Department sponsored statewide SAT school day administration is scheduled for April 15, 2015. The SAT is a "paper and pencil test." Online registration for the school day administration occurs each year during the months of February and March. At that time, students enter in their confidential information through the College Board student portal, to complete the test registration. On the day of the test, in order to match the student test form to the student registration information, students provide minimal confidential information and their registration number on the test form. This information is sent by school districts directly to the College Board.

The agreement regarding the SAT is between the Department and the College Board. The school districts do not have a contract with the College Board and are concerned they will violate the Student Data Privacy Act if they send confidential student data to the College Board. While students provide their own data to the College Board, they may do so by completing the online registration during the school day. Also, the schools forward to the College Board the student data provided by students on test day.

The Student Data Privacy Act, Idaho Code Section 33-133(3)(c)(iii) and (iv), allows a student to voluntarily participate in a program for which such a data transfer is a condition or requirement of participation, and allows the Department or Board to "share such data with a vendor to the extent it is necessary as part of a contract that governs databases, online services, assessments, special education or instructional." The law also allows for the Board to approve data

transfers. The Department has requested that the Board approve the school districts' transfer of student level data to the College Board for the purposes of administering the SAT, both on the spring SAT School Day Administration and for the senior make-up administration(s) the following fall.

IMPACT

If school districts cannot transfer the necessary data, students will be deprived of the opportunity to take the SAT test on April 15th, in order to meet the college entrance exam requirement. Any student who cannot participate in the state paid, school day opportunity, will have to pay for a national test administration on a Saturday, in a location that may take a considerable amount of time to get to, depending on the student's residence.

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-133, Idaho Code allows the Board or Department to share data with a vendor to the extent it is necessary as part of a contract or when a student voluntarily participates in a program for which data transfer is a condition of participation. The College Board is administering the SAT as part of the Department's contract with College Board. When the school districts help students to register for the SAT, the students are providing information to the Departments vendor, the College Board, they are doing so on behalf of the Department. Districts are concerned about their level of liability if they help students to register for the SAT as well as the administration of the SAT. While not required, Board approval will allay the districts' concerns.

BOARD ACTION

I move to authorize school districts and charter schools to share confidential student data contained on SAT exam with the College Board, as a vendor of the Department, to allow the College Board to administer the SAT.

Moved by _____ Seconded by _____ Carried Yes _____ No _____