

**STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	TEMPORARY RULE – IDAPA 08.02.03.004.07 – ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS	Motion to Approve

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016**

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. In addition, the Superintendent will present the Public School Budget and discuss the Request for Proposal (RFP) released by the Department on the Idaho Reading Indicator (IRI).

ATTACHMENTS

Attachment 1 – FY 2018 Public School Budget Request Page 3
Attachment 2 – FY 2018 Public School Budget Request (excludes IESDB) Page 5
Attachment 3 – FY 2018 Public School Budget Request (General Fund) Page 7

BOARD ACTION

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

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016**

Public School Foundation Program

	APPROPRIATION 2016-2017			REQUEST 2017-2018			\$ CHANGE			% CHANGE		
	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
1 REVENUES												
a. General Fund	\$1,574,874,600	\$9,794,800	\$1,584,669,400	\$1,679,566,300	\$10,734,300	\$1,690,300,600	\$104,691,700	\$939,500	\$105,631,200	6.6%	9.6%	6.7%
STATE DEDICATED REVENUE												
b. Endowment / Lands	\$36,724,800	\$184,800	\$36,909,600	\$47,049,600	\$184,800	\$47,234,400	\$10,324,800	\$0	\$10,324,800	28.1%	0.0%	28.0%
c. Miscellaneous	6,000,000	109,200	6,109,200	6,109,200	109,200	6,109,200	0	0	0	0.0%	0.0%	0.0%
d. Lottery Dividend	18,000,000	0	18,000,000	18,075,000	0	18,075,000	75,000	0	75,000	0.4%	NA	0.4%
e. Bond Levy Equalization Fund	12,452,500	0	12,452,500	13,194,200	0	13,194,200	741,700	0	741,700	6.0%	NA	6.0%
f. Cigarette and Lottery Taxes	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
TOTAL STATE DEDICATED REVENUE	\$77,202,200	\$294,000	\$77,496,200	\$88,343,700	\$294,000	\$88,637,700	\$11,141,500	\$0	\$11,141,500	14.4%	0.0%	14.4%
TOTAL STATE REVENUES	\$1,652,076,800	\$10,088,800	\$1,662,165,600	\$1,767,910,000	\$11,028,300	\$1,778,938,300	\$115,833,200	\$939,500	\$116,772,700	7.0%	9.3%	7.0%
g. FEDERAL REVENUES	\$264,115,000	\$223,500	\$264,338,500	\$264,115,000	\$223,500	\$264,338,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL REVENUES	\$1,916,191,800	\$10,312,300	\$1,926,504,100	\$2,032,025,000	\$11,251,800	\$2,043,276,800	\$115,833,200	\$939,500	\$116,772,700	6.0%	9.1%	6.1%
2 STATUTORY EXPENDITURES												
a. Transportation	\$71,152,000	\$0	\$71,152,000	\$71,643,800	\$0	\$71,643,800	\$491,800	\$0	\$491,800	0.7%	NA	0.7%
b. Border Contracts	1,200,000	0	1,200,000	1,200,000	0	1,200,000	0	0	0	0.0%	NA	0.0%
c. Exceptional Contracts and Tuition Equivalents	5,065,600	0	5,065,600	5,390,900	0	5,390,900	325,300	0	325,300	6.4%	NA	6.4%
d. Salary-based Apportionment	186,979,800	0	186,979,800	199,300,400	0	199,300,400	12,320,600	0	12,320,600	6.6%	NA	6.6%
e. Employer's Benefit Obligations	35,470,000	0	35,470,000	37,468,400	0	37,468,400	1,998,400	0	1,998,400	5.6%	NA	5.6%
f. Career Ladder Salaries	673,145,000	0	673,145,000	721,786,400	0	721,786,400	48,641,400	0	48,641,400	7.2%	NA	7.2%
g. Career Ladder Employer's Benefit Obligations	127,695,600	0	127,695,600	136,840,200	0	136,840,200	9,144,600	0	9,144,600	7.2%	NA	7.2%
h. Leadership Awards / Premiums	16,645,200	0	16,645,200	17,353,100	0	17,353,100	707,900	0	707,900	4.3%	NA	4.3%
i. Teacher Incentive Award (Nat'l Bd Cert)	90,000	0	90,000	90,000	0	90,000	0	0	0	0.0%	NA	0.0%
j. Idaho Safe and Drug-Free Schools	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
k. Bond Levy Equalization Support Program	22,400,000	0	22,400,000	20,500,000	0	20,500,000	(1,900,000)	0	(1,900,000)	-8.5%	NA	-8.5%
l. Charter School Facilities	5,531,000	0	5,531,000	6,084,100	0	6,084,100	553,100	0	553,100	10.0%	NA	10.0%
m. Idaho Digital Learning Academy	8,365,300	0	8,365,300	9,135,800	0	9,135,800	770,500	0	770,500	9.2%	NA	9.2%
n. School Facilities Funding (lottery)	18,000,000	0	18,000,000	18,075,000	0	18,075,000	75,000	0	75,000	0.4%	NA	0.4%
o. School Facilities Maintenance Match	3,479,500	0	3,479,500	3,827,500	0	3,827,500	348,000	0	348,000	10.0%	NA	10.0%
p. Advanced Opportunities	6,000,000	0	6,000,000	7,000,000	0	7,000,000	1,000,000	0	1,000,000	16.7%	NA	16.7%
q. Math and Science Requirement	5,157,200	0	5,157,200	5,478,100	0	5,478,100	320,900	0	320,900	6.2%	NA	6.2%
r. Continuous Improvement Plans and Training	652,000	0	652,000	652,000	0	652,000	0	0	0	0.0%	NA	0.0%
s. Mastery Based System Development	1,400,000	0	1,400,000	1,400,000	0	1,400,000	0	0	0	0.0%	NA	0.0%
t. Online Class Portal	150,000	0	150,000	150,000	0	150,000	0	0	0	0.0%	NA	0.0%
u. Academic and College or Career Advisors and Student Mentors	5,000,000	0	5,000,000	7,000,000	0	7,000,000	2,000,000	0	2,000,000	40.0%	NA	40.0%
v. Literacy Proficiency	9,100,000	0	9,100,000	11,100,000	0	11,100,000	2,000,000	0	2,000,000	22.0%	NA	22.0%
w. Innovation Schools	100,000	0	100,000	100,000	0	100,000	0	0	0	0.0%	NA	0.0%
3 NON-STATUTORY EXPENDITURES												
a. Technology	18,000,000	0	18,000,000	26,000,000	0	26,000,000	8,000,000	0	8,000,000	44.4%	NA	44.4%
b. Wireless Infrastructure (Wi-Fi)	2,100,000	0	2,100,000	3,003,000	0	3,003,000	903,000	0	903,000	43.0%	NA	43.0%
c. IT Staffing	2,500,000	0	2,500,000	3,000,000	0	3,000,000	500,000	0	500,000	20.0%	NA	20.0%
d. Instructional Management System (IMS) Maintenance	3,000,000	0	3,000,000	3,000,000	0	3,000,000	0	0	0	0.0%	NA	0.0%
e. Student Achievement Assessments	1,758,500	0	1,758,500	1,758,500	0	1,758,500	0	0	0	0.0%	NA	0.0%
f. Math Coaches	1,817,800	0	1,817,800	3,500,000	0	3,500,000	1,682,200	0	1,682,200	92.5%	NA	92.5%
g. Reading Initiative (IRI)	2,316,200	0	2,316,200	8,216,200	0	8,216,200	5,900,000	0	5,900,000	254.7%	NA	254.7%
h. Remediation / Waiver (non Title I)	5,456,300	0	5,456,300	5,456,300	0	5,456,300	0	0	0	0.0%	NA	0.0%
i. Limited English Proficient (LEP)	3,870,000	0	3,870,000	5,000,000	0	5,000,000	1,130,000	0	1,130,000	29.2%	NA	29.2%
j. Evaluation Training and Development of Administrators and Teachers	300,000	0	300,000	300,000	0	300,000	0	0	0	0.0%	NA	0.0%
k. Professional Development (Idaho Core, District Funding)	16,388,700	0	16,388,700	18,200,000	0	18,200,000	1,811,300	0	1,811,300	11.1%	NA	11.1%
l. Content and Curriculum	4,250,000	0	4,250,000	4,550,000	0	4,550,000	300,000	0	300,000	7.1%	NA	7.1%
m. Gifted / Talented Grants	1,000,000	0	1,000,000	1,000,000	0	1,000,000	0	0	0	0.0%	NA	0.0%
n. Rural Schools Initiatives	0	0	0	300,000	0	300,000	300,000	0	300,000	NA	NA	NA
o. Multi-Cultural Grants	0	0	0	300,000	0	300,000	300,000	0	300,000	NA	NA	NA
FEDERAL EXPENDITURES	264,115,000	0	264,115,000	264,115,000	0	264,115,000	0	0	0	0.0%	NA	0.0%
4 IDAHO EDUCATIONAL SERVICES FOR THE DEAF & THE BLIND												
Campus	0	6,857,500	6,857,500	0	7,086,000	7,086,000	0	228,500	228,500	NA	3.3%	3.3%
Outreach	0	3,454,800	3,454,800	0	4,165,800	4,165,800	0	711,000	711,000	NA	20.6%	20.6%
TOTAL EXPENDITURES	\$1,533,675,600	\$10,312,300	\$1,543,987,900	\$1,633,299,600	\$11,251,800	\$1,644,551,400	\$99,624,000	\$939,500	\$100,563,500	6.5%	9.1%	6.5%
6 PUBLIC EDUCATION STABILIZATION FUNDS	\$0			\$0			\$0			NA		
7 NET STATE FUNDING	\$382,516,200			\$398,725,400			\$16,209,200			4.2%		
8 SUPPORT UNITS	14,886			15,065			179			1.2%		
9 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$25,696			\$26,467			\$771			3.0%		

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STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016
Public School Foundation Program
(excludes IESDB)

	Appropriation 2016-2017	Request 2017-2018	\$ Change	% Change
1 REVENUES				
a. General Fund	\$1,574,874,600	\$1,679,566,300	\$104,691,700	6.6%
STATE DEDICATED REVENUE				
b. Endowment / Lands	\$36,724,800	\$47,049,600	\$10,324,800	28.1%
c. Miscellaneous	6,000,000	6,000,000	0	0.0%
d. Lottery Dividend	18,000,000	18,075,000	75,000	0.4%
e. Bond Levy Equalization Fund	12,452,500	13,194,200	741,700	6.0%
f. Cigarette and Lottery Taxes	4,024,900	4,024,900	0	0.0%
TOTAL STATE DEDICATED REVENUE	\$77,202,200	\$88,343,700	\$11,141,500	14.4%
TOTAL STATE REVENUES	\$1,652,076,800	\$1,767,910,000	\$115,833,200	7.0%
g. FEDERAL REVENUES	\$264,115,000	\$264,115,000	\$0	0.0%
TOTAL REVENUES	\$1,916,191,800	\$2,032,025,000	\$115,833,200	6.0%
2 STATUTORY EXPENDITURES				
a. Transportation	\$71,152,000	\$71,643,800	\$491,800	0.7%
b. Border Contracts	1,200,000	1,200,000	0	0.0%
c. Exceptional Contracts and Tuition Equivalents	5,065,600	5,390,900	325,300	6.4%
d. Salary-based Apportionment	186,979,800	199,300,400	12,320,600	6.6%
e. Employer's Benefit Obligations	35,470,000	37,468,400	1,998,400	5.6%
f. Career Ladder Salaries	673,145,000	721,786,400	48,641,400	7.2%
g. Career Ladder Employer's Benefit Obligations	127,695,600	136,840,200	9,144,600	7.2%
h. Leadership Awards / Premiums	16,645,200	17,353,100	707,900	4.3%
i. Teacher Incentive Award (Nat'l Bd Cert)	90,000	90,000	0	0.0%
j. Idaho Safe and Drug-Free Schools	4,024,900	4,024,900	0	0.0%
k. Bond Levy Equalization Support Program	22,400,000	20,500,000	(1,900,000)	-8.5%
l. Charter School Facilities	5,531,000	6,084,100	553,100	10.0%
m. Idaho Digital Learning Academy	8,365,300	9,135,800	770,500	9.2%
n. School Facilities Funding (lottery)	18,000,000	18,075,000	75,000	0.4%
o. School Facilities Maintenance Match	3,479,500	3,827,500	348,000	10.0%
p. Advanced Opportunities	6,000,000	7,000,000	1,000,000	16.7%
q. Math and Science Requirement	5,157,200	5,478,100	320,900	6.2%
r. Continuous Improvement Plans and Training	652,000	652,000	0	0.0%
s. Mastery Based System Development	1,400,000	1,400,000	0	0.0%
t. Online Class Portal	150,000	150,000	0	0.0%
u. Academic and College or Career Advisors and Student Mentors	5,000,000	7,000,000	2,000,000	40.0%
v. Literacy Proficiency	9,100,000	11,100,000	2,000,000	22.0%
w. Innovation Schools	100,000	100,000	0	0.0%
3 NON-STATUTORY EXPENDITURES				
a. Technology	18,000,000	26,000,000	8,000,000	44.4%
b. Wireless Infrastructure (Wi-Fi)	2,100,000	3,003,000	903,000	43.0%
c. IT Staffing	2,500,000	3,000,000	500,000	20.0%
d. Instructional Management System (IMS) Maintenance	3,000,000	3,000,000	0	0.0%
e. Student Achievement Assessments	1,758,500	1,758,500	0	0.0%
f. Math Initiative	1,817,800	3,500,000	1,682,200	92.5%
g. Reading Initiative (IRI)	2,316,200	8,216,200	5,900,000	254.7%
h. Remediation / Waiver (non Title I)	5,456,300	5,456,300	0	0.0%
i. Limited English Proficient (LEP)	3,870,000	5,000,000	1,130,000	29.2%
j. Evaluation Training and Development of Administrators and Teachers	300,000	300,000	0	0.0%
k. Professional Development (Reading Coaches, District Funding)	16,388,700	18,200,000	1,811,300	11.1%
l. Content and Curriculum	4,250,000	4,550,000	300,000	7.1%
m. Gifted / Talented Grants	1,000,000	1,000,000	0	0.0%
n. Rural Schools Initiatives	0	300,000	300,000	NA
o. Multi-Cultural Grants	0	300,000	300,000	NA
4 FEDERAL EXPENDITURES	264,115,000	264,115,000	0	0.0%
TOTAL EXPENDITURES	\$1,533,675,600	\$1,633,299,600	\$99,624,000	6.5%
5 PUBLIC EDUCATION STABILIZATION FUNDS	\$0	\$0	\$0	NA
6 NET STATE FUNDING	\$382,516,200	\$398,725,400	\$16,209,200	4.2%
7 SUPPORT UNITS	14,886	15,065	179	1.2%
8 DISTRIBUTION FACTOR	\$25,696	\$26,467	\$771	3.0%
(includes \$300 for Safe Environment Provisions)				

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016**

**FY 2018 Public School Budget
Superintendent's Request
(excludes IESDB)**

1.	FY 2017 General Fund Appropriation		\$1,574,874,600	
2.	Base Adjustments / Transfers			
a.	Endowment / Lands increased revenue		-\$10,324,800	-0.66%
b.	Removal of One-Time Expenditures (statewide Wi-Fi services)		-2,100,000	-0.13%
c.	Bond Levy Equalization [increased Lottery revenue (\$50,000) and increase in dedicated fund balance (\$691,700)]		-741,700	-0.05%
	Total Base Adjustments		-\$13,166,500	-0.84%
3.	Statutory Increases (Decreases)			
a.	Operational Increase - Growth (179 support units)		\$4,599,700	0.29%
b.	Salary and Benefit Apportionment - Growth (179 support units)		2,655,800	0.17%
c.	Advanced Opportunities		1,000,000	0.06%
d.	IDLA		770,500	0.05%
e.	Leadership Awards / Premiums - Growth (FTE)		707,900	0.04%
f.	Charter School Facilities		553,100	0.04%
g.	Transportation		491,800	0.03%
h.	School Facilities Maintenance Match		348,000	0.02%
i.	Exceptional Contracts and Tuition Equivalents		325,300	0.02%
j.	Math and Science Requirement		320,900	0.02%
k.	Salary and Benefit Apportionment - Exp and Ed Index, Small District Staff Allowance, Unemployment, Benefits		-554,300	-0.04%
l.	Bond Levy Equalization Support Program		-1,900,000	-0.12%
	Total Statutory Increases		\$9,318,700	0.59%
4.	Statutory Increases (Decreases) (Governor's Task Force)	#		
a.	Career Ladder (Instructional and Pupil Service Staff)	12.	\$57,786,000	3.67%
	Total Statutory Increases (Decreases) (Governor's Task Force)		\$57,786,000	3.67%
5.	Division of Financial Management Directives			
a.	Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)		\$2,238,800	0.14%
	Total Division of Financial Management Directives		\$2,238,800	0.14%
6.	Line Item Requests (Governor's Task Force)	#		
a.	Technology (Classroom)	10.	\$8,000,000	0.51%
b.	Idaho Reading Indicator Assessment	3.	5,900,000	0.37%
c.	Statewide Wi-Fi Services	9.	3,003,000	0.19%
d.	Literacy Proficiency	3.	2,000,000	0.13%
e.	Professional Development	16.	1,811,300	0.12%
f.	Content and Curriculum	11.	300,000	0.02%
g.	Mastery Based System Development (transfer \$300,000 from Children's Programs to Central Services)	1.	0	0.00%
	Total Line Item Requests (Governor's Task Force)		\$21,014,300	1.33%
7.	Line Item Requests (Other)			
a.	Discretionary Increase (Distribution Factor increase from \$25,696 to \$26,467, 3.0% increase)		\$11,609,500	0.74%
b.	Additional 6% - Classified (including 1% DFM directive, increases base salary from \$20,421 to \$21,850)		8,248,300	0.52%
c.	Academic and College or Career Advisors and Student Mentors		2,000,000	0.13%
d.	Additional 2% - Administration (including 1% DFM directive, increases base salary from \$34,109 to \$35,132)		1,730,400	0.11%
e.	Math Initiative		1,682,200	0.11%
f.	LEP Distribution		1,130,000	0.07%
g.	IT Staffing		500,000	0.03%
h.	Rural School Initiatives		300,000	0.02%
i.	Multi-Cultural Grants		300,000	0.02%
	Total Line Item Requests (Other)		\$27,500,400	1.75%
8.	FY 2018 General Fund Requested Increase		\$104,691,700	6.65%
9.	FY 2018 General Fund Total Request		\$1,679,566,300	

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016**

SUBJECT

Temporary Rule – IDAPA 08.02.03.004.07, Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

REFERENCE

May 2011 Board approved the Idaho Alternate Assessment Achievement Standards.

September 2015 Board approved a temporary rule amending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-1612, and 33-2002, Idaho Code
IDAPA 08.02.03.004.07 – Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

BACKGROUND/DISCUSSION

In 2011, Idaho joined the National Center and State Collaborative (NCSC) to build an alternate assessment based on alternate achievement standards for students with the most cognitive disabilities. The goal of the NCSC is to ensure that students with the most cognitive disabilities achieve increasingly higher academic outcomes and develop college, career, and community ready skills.

Idaho administered the operational field test in the spring of 2015 and the NCSC completed standard setting/achievement level process in August 2015, based on the results of the operational field test for participating states.

Idaho proposed the adoption of the NCSC recommended standards and achievement levels to the Board in September 2015 and they were unanimously approved as a temporary rule. Idaho proposes to adopt the same NSCS standards and achievement levels to maintain consistency in assessment results for the 2016 and 2017 test administrations. These standards have not changed and remain the same as they were when adopted by the board in September 2015.

IMPACT

Updating the Idaho Alternate Assessment Achievement Standards will bring Idaho into compliance with requirements under the Individuals with Disabilities Education Act and current federal requirements in place under the Elementary and Secondary Education Act. This rule has no financial impact.

ATTACHMENTS

Attachment 1 – Temporary Rule IDAPA 08.02.03.004.07 Page 3
Attachment 2 – Cut Scores and Approval Process Page 5

**STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016**

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 rule must meet 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. This rule qualifies as temporary rules as it can be argued that it confers a benefit. Unlike proposed administrative rules, temporary rules do not have a public comment period, they are not reviewed by the legislature, and they expire at the end of the succeeding legislative session, except under specific conditions.

The temporary rule approved by the Board in September 2015 expired at the end of the 2016 legislative session, converting the Idaho Alternate Assessment Achievement Standards to those approved by the Board May 18, 2011. These standards are no longer in alignment with Idaho's alternate standards achievement test, commonly referred to as the ISAT-Alt and referenced as the Idaho Alternate Assessment in IDAPA 08.02.03.111. The Board is being asked to only approve a new temporary rule incorporating the Alternate Assessment Achievement Standards also approved by the Board at the September 2015 Board meeting.

The alternative assessment is available to Idaho students who, based on the students individualized education plan are determined to be unable to take the Idaho Standards Achievement Test with or without accommodations or adaptations. These students are the ones with the most significant, cognitive disability for whom the standard assessment is not appropriate.

BOARD ACTION

I move to approve the Temporary Rule, IDAPA 08.02.03.004.07 Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
OCTOBER 20, 2016**

**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

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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 Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.

(4-14-16)T

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~~ September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov.

(~~3-29-12~~)()T

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)

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National Center and State Collaborative

To: NCSC Operational Assessment State Partners
From: NCSC Project Staff Leads
Subject: NCSC Cut Scores and Approval Process
Date: August 14, 2015

Overview of Standard Setting Process

During the week of August 9-13, 2015, NCSC conducted a three-stage process where educators and policy makers from member states recommended three cut scores resulting in four performance levels: Level 1, Level 2, Level 3, and Level 4. The three-stage process included a Bookmark standard setting workshop, an articulation committee, and a meeting of state-level representatives from NCSC member states.

The Bookmark method involves rank-ordering the items by difficulty in an ordered item booklet. Panelists placed bookmarks to indicate the content that students should know in order to be placed in each performance level. During the standard setting meeting the panelists participated in three rounds of discussion and bookmark placement.

The cut scores resulting from the third round of judgments were brought to the Articulation Committee. The panelists in the Articulation Committee reviewed the system of cut scores and impact data across all the grades within a content area. The panelists recommended small adjustments to the cut scores for both Mathematics (3 cuts) and English Language Arts (4 cuts).

Finally, the NCSC state representatives discussed the recommendations from the articulation committee. Based on discussion and a review of the ordered item book, the NCSC state representatives moved one cut in mathematics and one cut in English Language Arts.

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Table 1. Overview of Process for Establishing NCSC Cut Scores

Date	Process	Attendees	Purpose
August 10-12	Bookmark Standard Setting	Educators from NCSC States	During this three-day workshop, educators recommended content-based cut scores based on NCSC’s performance-level descriptors and NCSC test items.
August 13	Articulation Committee	Subset of Bookmark Panelists	During this committee meeting, educators discussed the pattern of cut scores across grades within a content area.
August 13	States finalize recommendation	Representatives from NCSC Member States	NCSC states reviewed and discussed the results of the standard setting and articulation committees. This group made small adjustments to the cut scores.
August 21	State Vote/Approval	Representatives (e.g., BOE) in Member States	States will approve the NCSC cut scores

NCSC Results Based on Recommended Cuts

The recommended cuts by grade and content area have resulted in the following results for the NCSC consortia 2015 operational assessment. The NCSC data below are confidential. States will receive their individual state impact data on Friday, August 14, 2015 through the secure Measured Progress FTP site.

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NCSC Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	25	32	22	30	16	25	19
% Level 2	20	28	31	29	33	23	31
% Level 3	36	23	32	17	34	26	25
% Level 4	20	17	14	24	17	25	25
% Level 3 & 4	56	40	46	41	51	51	50

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NCSC English Language Arts							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	39	34	23	33	32	28	28
% Level 2	25	20	30	30	17	28	18
% Level 3	26	36	37	26	36	26	35
% Level 4	9	10	10	11	15	18	19
% Level 3 & 4	35	46	47	37	51	44	54

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On Tuesday, August 18, states will have their regular Tuesday, 2:00 – 4:00 ET call and will discuss each state’s progress towards approval and any concerns. States must email Susan IZard at Izard.Susan@measuredprogress.org and Sharon Hall at Shall@edcount.com with your state’s approval by 6:00pm ET on August 21, 2015. States must also notify Susan and Sharon if they choose not to use the NCSC recommended cut scores.

If an individual state chooses to establish its own cut scores, that state must procure its own reporting contract to include any additional work required for analysis, reporting, and interpretation guides. States that establish its own cut scores must also clearly indicate that its scores are not comparable to other NCSC states when reporting results. NCSC reports will be based on the cut scores that result from the process described above.

Sharon E. Hall
NCSC Director of Assessments

Rachel F. Quenemoen
NCSC Project Director

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Grade 3 ELA Performance Level Descriptors

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

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Grade 4 ELA Performance Level Descriptors

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

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Grade 5 ELA Performance Level Descriptors

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

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Grade 6 ELA Performance Level Descriptors

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

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Grade 7 ELA Performance Level Descriptors

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

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Grade 8 ELA Performance Level Descriptors

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

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Grade 11 ELA Performance Level Descriptors

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

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Grade 3 Mathematics Performance Level Descriptors

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

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Grade 4 Mathematics Performance Level Descriptors

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

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Grade 5 Mathematics Performance Level Descriptors

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

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Grade 6 Mathematics Performance Level Descriptors

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

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Grade 7 Mathematics Performance Level Descriptors

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

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Grade 8 Mathematics Performance Level Descriptors

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

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Grade 11 Mathematics Performance Level Descriptors

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