<table>
<thead>
<tr>
<th>TAB</th>
<th>DESCRIPTION</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DEVELOPMENT IN K-12 EDUCATION</td>
<td>Information Item</td>
</tr>
<tr>
<td>2</td>
<td>ELEMENTARY SCHOOLS WITH LESS THAN 10 PUPILS ADA</td>
<td>Information Item</td>
</tr>
<tr>
<td>3</td>
<td>PENDING RULE – DOCKET NO. 08-0203-1702 – COLLEGE ENTRANCE EXAM</td>
<td>Motion to Approve</td>
</tr>
<tr>
<td>4</td>
<td>PENDING AND TEMPORARY RULE - DOCKET NO. 08-0203-1708 – IDAHO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT ACHIEVEMENT STANDARDS</td>
<td>Motion to Approve</td>
</tr>
<tr>
<td>5</td>
<td>PENDING RULE – DOCKET NO. 08-0203-1711 – IDAHO STANDARDS ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS</td>
<td>Motion to Approve</td>
</tr>
<tr>
<td>6</td>
<td>ASSESSMENT ITEM REVIEW COMMITTEE RECOMMENDATIONS – BIAS AND SENSITIVITY REPORT</td>
<td>Motion to Approve</td>
</tr>
</tbody>
</table>
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SUBJECT
Developments in K-12 Education

BACKGROUND/DISCUSSION
Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

- FY2019 Public School Budget Request
- New SDE Portal to Access ISEE
- IRI Briefing
- Parent Portal

ATTACHMENTS
Attachment 1 – Public School Foundation Program Page 3
Attachment 2 – Public School Foundation Program (excludes IESDB) Page 5
Attachment 3 – FY19 Public School Budget, Superintendent’s Request Page 7
Attachment 4 – Application Portal Slide Page 9
Attachment 5 – IRI Pilot Presentation Page 11
Attachment 6 – Parent Portal Presentation Page 17

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
<table>
<thead>
<tr>
<th>Appropriation</th>
<th>Request</th>
<th>$ Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Schools</td>
<td>IESDB</td>
<td>Total</td>
<td>Public Schools</td>
</tr>
<tr>
<td>Total</td>
<td>$1,264,748,300</td>
<td>$10,884,300</td>
<td>$1,275,632,600</td>
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<tr>
<td>General Fund</td>
<td>$1,031,070,000</td>
<td>$10,360,000</td>
<td>$1,041,430,000</td>
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<tr>
<td>Bond Expenditures</td>
<td>$264,115,000</td>
<td>$0</td>
<td>$264,115,000</td>
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<tr>
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<td>$10,884,300</td>
<td>$1,606,069,300</td>
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<td>NET STATE FUNDING</td>
<td>$405,605,900</td>
<td>$424,629,500</td>
<td>$18,023,600</td>
</tr>
<tr>
<td>SUPPORT UNITS</td>
<td>15,94</td>
<td>15,94</td>
<td>0</td>
</tr>
<tr>
<td>DISTRIBUTION FACTOR</td>
<td>$32,748</td>
<td>$37,655</td>
<td>1.3%</td>
</tr>
<tr>
<td>PUBLIC EDUCATION STABILIZATION FUND</td>
<td>$0</td>
<td>$0</td>
<td>0%</td>
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<td>$10,884,300</td>
<td>$1,635,632,500</td>
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<tr>
<td>STATUTORY EXPENDITURES</td>
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<td>$264,115,000</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$2,030,354,100</td>
<td>$10,884,300</td>
<td>$2,041,238,400</td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td>$1,635,632,500</td>
<td>$10,884,300</td>
<td>$1,646,516,800</td>
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<tr>
<td>NET REVENUES</td>
<td>$394,721,600</td>
<td>$0</td>
<td>$394,721,600</td>
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<tr>
<td>RESERVE UNITS</td>
<td>15,94</td>
<td>15,94</td>
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<tr>
<td>DISTRIBUTION FACTOR</td>
<td>$32,748</td>
<td>$37,655</td>
<td>1.3%</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>$2,030,354,100</td>
<td>$10,884,300</td>
<td>$2,041,238,400</td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td>$1,635,632,500</td>
<td>$10,884,300</td>
<td>$1,646,516,800</td>
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<tr>
<td>NET STATE FUNDING</td>
<td>$394,721,600</td>
<td>$0</td>
<td>$394,721,600</td>
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<tr>
<td>SUPPORT UNITS</td>
<td>15,94</td>
<td>15,94</td>
<td>0</td>
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<tr>
<td>DISTRIBUTION FACTOR</td>
<td>$32,748</td>
<td>$37,655</td>
<td>1.3%</td>
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<tr>
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<td>$2,030,354,100</td>
<td>$10,884,300</td>
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</tr>
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<td>$10,884,300</td>
<td>$1,646,516,800</td>
</tr>
<tr>
<td>NET STATE FUNDING</td>
<td>$394,721,600</td>
<td>$0</td>
<td>$394,721,600</td>
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<tr>
<td>SUPPORT UNITS</td>
<td>15,94</td>
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<tr>
<td>DISTRIBUTION FACTOR</td>
<td>$32,748</td>
<td>$37,655</td>
<td>1.3%</td>
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</table>
# Public School Foundation Program

(excludes IESDB)

<table>
<thead>
<tr>
<th>Appropriation 2017-2018</th>
<th>Request 2018-2019</th>
<th>$ Change</th>
<th>% Change</th>
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<tbody>
<tr>
<td><strong>1 REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. General Fund</td>
<td>$1,674,895,400</td>
<td>$1,788,497,900</td>
<td>$113,602,500</td>
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<tr>
<td><strong>STATE DEDICATED REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Endowment / Lands</td>
<td>$47,049,600</td>
<td>$50,325,600</td>
<td>$3,276,000</td>
</tr>
<tr>
<td>c. Miscellaneous</td>
<td>9,000,000</td>
<td>5,000,000</td>
<td>(4,000,000)</td>
</tr>
<tr>
<td>d. Lottery Dividend</td>
<td>18,075,000</td>
<td>18,562,500</td>
<td>487,500</td>
</tr>
<tr>
<td>e. Bond Levy Equalization Fund</td>
<td>13,194,200</td>
<td>12,796,700</td>
<td>(397,500)</td>
</tr>
<tr>
<td>f. Cigarette and Lottery Taxes</td>
<td>4,024,900</td>
<td>4,024,900</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL STATE DEDICATED REVENUE</strong></td>
<td>$91,343,700</td>
<td>$90,709,700</td>
<td>(634,000)</td>
</tr>
<tr>
<td><strong>TOTAL STATE REVENUES</strong></td>
<td>$1,766,239,100</td>
<td>$1,879,207,600</td>
<td>$112,968,500</td>
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<tr>
<td>g. FEDERAL REVENUES</td>
<td>$264,115,000</td>
<td>$264,115,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td>$2,030,354,100</td>
<td>$2,143,322,600</td>
<td>$112,968,500</td>
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<tr>
<td><strong>2 STATUTORY EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Transportation</td>
<td>$71,643,800</td>
<td>$73,900,400</td>
<td>$2,256,600</td>
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<tr>
<td>b. Border Contracts</td>
<td>1,200,000</td>
<td>1,200,000</td>
<td>0</td>
</tr>
<tr>
<td>c. Exceptional Contracts and Tuition Equivalents</td>
<td>5,390,900</td>
<td>5,390,900</td>
<td>0</td>
</tr>
<tr>
<td>d. Salary-based Apportionment (Administrators, Classified)</td>
<td>195,929,000</td>
<td>205,950,200</td>
<td>10,021,200</td>
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<tr>
<td>e. Employer's Benefit Obligations (Administrators, Classified)</td>
<td>36,834,700</td>
<td>39,913,200</td>
<td>3,078,500</td>
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<tr>
<td>f. Career Ladder Salaries</td>
<td>726,236,400</td>
<td>761,566,200</td>
<td>35,329,800</td>
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<tr>
<td>g. Career Ladder Employer's Benefit Obligations</td>
<td>136,532,400</td>
<td>147,591,500</td>
<td>11,059,100</td>
</tr>
<tr>
<td>h. Leadership Premiums</td>
<td>17,401,600</td>
<td>17,773,600</td>
<td>372,000</td>
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<tr>
<td>i. Teacher Incentive Award (Nat'l Bd Cert)</td>
<td>90,000</td>
<td>90,000</td>
<td>0</td>
</tr>
<tr>
<td>j. Idaho Safe and Drug-Free Schools</td>
<td>4,024,900</td>
<td>4,024,900</td>
<td>0</td>
</tr>
<tr>
<td>k. Bond Levy Equalization Support Program</td>
<td>20,500,000</td>
<td>25,399,800</td>
<td>4,899,800</td>
</tr>
<tr>
<td>l. Charter School Facilities</td>
<td>6,084,100</td>
<td>7,893,700</td>
<td>1,809,600</td>
</tr>
<tr>
<td>m. Idaho Digital Learning Academy</td>
<td>9,122,000</td>
<td>9,485,100</td>
<td>363,100</td>
</tr>
<tr>
<td>n. School Facilities Funding (lottery)</td>
<td>18,075,000</td>
<td>18,562,500</td>
<td>487,500</td>
</tr>
<tr>
<td>o. School Facilities Maintenance Match</td>
<td>3,827,500</td>
<td>3,905,000</td>
<td>77,500</td>
</tr>
<tr>
<td>p. Advanced Opportunities</td>
<td>7,000,000</td>
<td>15,000,000</td>
<td>8,000,000</td>
</tr>
<tr>
<td>q. Math and Science Requirement</td>
<td>5,478,100</td>
<td>5,930,000</td>
<td>451,900</td>
</tr>
<tr>
<td>r. Continuous Improvement Plans and Training</td>
<td>652,000</td>
<td>652,000</td>
<td>0</td>
</tr>
<tr>
<td>s. Mastery-Based Education</td>
<td>1,400,000</td>
<td>2,000,000</td>
<td>600,000</td>
</tr>
<tr>
<td>t. Online Class Portal</td>
<td>150,000</td>
<td>150,000</td>
<td>0</td>
</tr>
<tr>
<td>u. College and Career Advisors and Student Mentors</td>
<td>7,000,000</td>
<td>9,000,000</td>
<td>2,000,000</td>
</tr>
<tr>
<td>v. Literacy Intervention</td>
<td>11,416,200</td>
<td>11,850,000</td>
<td>433,800</td>
</tr>
<tr>
<td>w. Innovation Schools</td>
<td>100,000</td>
<td>100,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>3 NON-STATUTORY EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)</td>
<td>28,142,000</td>
<td>36,795,000</td>
<td>8,653,000</td>
</tr>
<tr>
<td>b. IT Staffing</td>
<td>7,500,000</td>
<td>7,500,000</td>
<td>0</td>
</tr>
<tr>
<td>c. Student Achievement Assessments</td>
<td>1,758,500</td>
<td>3,100,000</td>
<td>1,341,500</td>
</tr>
<tr>
<td>d. Math Initiative</td>
<td>1,817,800</td>
<td>1,817,800</td>
<td>0</td>
</tr>
<tr>
<td>e. Remediation / Waiver (non Title I)</td>
<td>5,456,300</td>
<td>5,456,300</td>
<td>0</td>
</tr>
<tr>
<td>f. Limited English Proficient (LEP)</td>
<td>3,870,000</td>
<td>4,870,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>g. Professional Development (Reading Coaches, District Funding, G/T)</td>
<td>20,950,000</td>
<td>21,200,000</td>
<td>250,000</td>
</tr>
<tr>
<td>h. Content and Curriculum</td>
<td>5,050,000</td>
<td>5,350,000</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>4 FEDERAL EXPENDITURES</strong></td>
<td>264,115,000</td>
<td>264,115,000</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$1,624,748,200</td>
<td>$1,718,693,100</td>
<td>$93,944,900</td>
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<tr>
<td><strong>5 PUBLIC EDUCATION STABILIZATION FUNDS</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>6 NET STATE FUNDING</strong></td>
<td>$405,605,900</td>
<td>$424,629,500</td>
<td>$18,023,600</td>
</tr>
<tr>
<td><strong>7 SUPPORT UNITS</strong></td>
<td>15,164</td>
<td>15,339</td>
<td>175</td>
</tr>
<tr>
<td><strong>8 DISTRIBUTION FACTOR</strong> (includes $300 for Safe Environment Provisions)</td>
<td>$26,748</td>
<td>$27,683</td>
<td>$935</td>
</tr>
</tbody>
</table>
## FY 2019 General School Budget

### Superintendent's Request (excludes IESDB)

#### 1. FY 2018 General Fund Appropriation

$1,674,895,400

#### 2. Base Adjustments / Transfers

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Endowment / Lands increased revenue (from $47,049,600 to $50,325,600)</td>
<td>-$3,276,000</td>
<td>-0.20%</td>
</tr>
<tr>
<td>b. Removal of One-Time Expenditures (statewide Wi-Fi services)</td>
<td>-$2,142,000</td>
<td>-0.13%</td>
</tr>
<tr>
<td><strong>Total Base Adjustments</strong></td>
<td><strong>-$5,418,000</strong></td>
<td><strong>-0.32%</strong></td>
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</table>

#### 3. Statutory / Maintenance Increases (Decreases)

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Advanced Opportunities (from $7,000,000 to $15,000,000)</td>
<td>$8,000,000</td>
<td>0.48%</td>
</tr>
<tr>
<td>b. PERSI Employer Rate Increase (from 11.32% to 11.94%)</td>
<td>5,884,700</td>
<td>0.35%</td>
</tr>
<tr>
<td>c. Bond Levy Equalization Support Program (from $7,305,800 to $12,603,100)</td>
<td>5,297,300</td>
<td>0.32%</td>
</tr>
<tr>
<td>d. Operational Increase - Increase of 175 Best 28 week support units (from 15,164 to 15,339)</td>
<td>4,680,900</td>
<td>0.28%</td>
</tr>
<tr>
<td>e. Replace $3 million one-time and $1 million ongoing miscellaneous revenue to maintain discretionary funds</td>
<td>4,000,000</td>
<td>0.24%</td>
</tr>
<tr>
<td>f. Salary and Benefit Apportionment (Administrators, Classified) - Increase of 165 mid-term support units (from 15,239 to 15,404)</td>
<td>2,521,400</td>
<td>0.15%</td>
</tr>
<tr>
<td>g. Transportation (from $71,643,800 to $73,900,400)</td>
<td>2,256,600</td>
<td>0.13%</td>
</tr>
<tr>
<td>h. Charter School Facilities (from $6,084,100 to $7,893,700)</td>
<td>1,809,600</td>
<td>0.11%</td>
</tr>
<tr>
<td>i. IDLA (from $9,122,000 to $9,845,100)</td>
<td>723,100</td>
<td>0.04%</td>
</tr>
<tr>
<td>j. Math and Science Requirement (from $5,478,100 to $5,930,000)</td>
<td>451,900</td>
<td>0.03%</td>
</tr>
<tr>
<td>k. Leadership Awards / Premiums - Growth (FTE) (from 17,208 to 17,576)</td>
<td>372,000</td>
<td>0.02%</td>
</tr>
<tr>
<td>l. School Facilities Maintenance Match (from $3,827,500 to $3,905,000)</td>
<td>77,500</td>
<td>0.00%</td>
</tr>
<tr>
<td>m. Salary and Benefit Apportionment - Administrators Experience and Education Index, Small District Staff Allowance</td>
<td>-$520,400</td>
<td>-0.03%</td>
</tr>
<tr>
<td><strong>Total Statutory / Maintenance Increases</strong></td>
<td><strong>$35,554,600</strong></td>
<td><strong>2.12%</strong></td>
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</tbody>
</table>

#### 4. Statutory / Maintenance Increases (Decreases) (Governor's Task Force)

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Career Ladder (Instructional and Pupil Service Staff)</td>
<td>$41,667,200</td>
<td>2.49%</td>
</tr>
<tr>
<td><strong>Total Statutory / Maintenance Increases (Decreases) (Governor's Task Force)</strong></td>
<td><strong>$41,667,200</strong></td>
<td><strong>2.49%</strong></td>
</tr>
</tbody>
</table>

#### 5. Division of Financial Management Directives

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)</td>
<td>$2,346,400</td>
<td>0.14%</td>
</tr>
<tr>
<td><strong>Total Division of Financial Management Directives</strong></td>
<td><strong>$2,346,400</strong></td>
<td><strong>0.14%</strong></td>
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</table>

#### 6. Line Item Requests (Governor's Task Force)

<table>
<thead>
<tr>
<th>Item</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Technology (Classroom) (from $26,000,000 to $36,000,000)</td>
<td>$10,000,000</td>
<td>0.60%</td>
</tr>
<tr>
<td>b. College and Career Advisors and Student Mentors (from $7,000,000 to $9,000,000)</td>
<td>2,000,000</td>
<td>0.12%</td>
</tr>
<tr>
<td>c. Mastery-Based Education (from $1,400,000 to $2,800,000)</td>
<td>1,400,000</td>
<td>0.08%</td>
</tr>
<tr>
<td>d. Statewide Wi-Fi Services (one-time)</td>
<td>795,000</td>
<td>0.05%</td>
</tr>
<tr>
<td>e. Literacy Intervention (from $11,416,200 to $11,850,000)</td>
<td>433,800</td>
<td>0.03%</td>
</tr>
<tr>
<td>f. Professional Development (from $20,950,000 to $21,200,000)</td>
<td>250,000</td>
<td>0.01%</td>
</tr>
<tr>
<td><strong>Total Line Item Requests (Governor's Task Force)</strong></td>
<td><strong>$14,878,800</strong></td>
<td><strong>0.89%</strong></td>
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</table>

#### 7. Line Item Requests (Other)

<table>
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<tr>
<th>Item</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discretionary Increase (Health Insurance, from $11,242 to $11,712. 4.18% increase)</td>
<td>$7,209,300</td>
<td>0.43%</td>
</tr>
<tr>
<td>b. Discretionary Increase (Other, from $15,506 to $15,971, 3.0% increase)</td>
<td>7,133,400</td>
<td>0.43%</td>
</tr>
<tr>
<td>c. Additional 4% - Classified (including 1% DFM directive, increases base salary from $21,034 to $22,086)</td>
<td>5,780,700</td>
<td>0.35%</td>
</tr>
<tr>
<td>d. Additional 2% - Administration (including 1% DFM directive, increases base salary from $35,132 to $36,186)</td>
<td>1,808,600</td>
<td>0.11%</td>
</tr>
<tr>
<td>e. Student Achievement Assessment [from $1,758,500 to $3,100,000 ($841,500 one-time)]</td>
<td>1,341,500</td>
<td>0.08%</td>
</tr>
<tr>
<td>f. LEP Distribution (from $3,870,000 to $4,870,000)</td>
<td>1,000,000</td>
<td>0.06%</td>
</tr>
<tr>
<td>g. Content and Curriculum (from $5,050,000 to $5,350,000)</td>
<td>300,000</td>
<td>0.02%</td>
</tr>
<tr>
<td><strong>Total Line Item Requests (Other)</strong></td>
<td><strong>$24,573,500</strong></td>
<td><strong>1.47%</strong></td>
</tr>
</tbody>
</table>

#### 8. FY 2019 General Fund Requested Increase

$113,602,500 6.78%

#### 9. FY 2019 General Fund Total Request

$1,788,497,900
Application Portal

21st CCLC »
Competitive grant application for 21st Century Community Learning Centers (CCLC) funds.

ADEA »
The Assessment Data Export Application (ADEA) provides access to historical student test results.

AdvOps Reimbursement »
The Advanced Opportunities application is used to track requests for Fast Forward funds and early graduation scholarships.

CNP Direct Certification »
The Child Nutrition Program (CNP) Direct Certification application is used to match student records to SNAP, TAFI and foster care records for the purpose of providing access to free and reduced meals.

GRA »
The Grant Reimbursement Application (GRA) is designed to help educational entities request reimbursements for allowable costs involving federal flow through grants.

IDCI »
The Idaho District Contact Information (IDCI) application is used to define role-based staff contact information for Idaho public schools.

OTIS »
The Online Tool for IT Support (OTIS) is a secure incident tracking and ticketing application.

TCA (and BIC) »
The Teacher Certification Application (TCA) is used to track educator certification applications, background information checks (BIC), and ethics information.

SRM Production »
The State Reporting Manager application is used to upload, validate, and certify ISEE submission data.

SRM Test »
The State Reporting Manager application is used to upload, validate, and test ISEE submission data.
Welcome

• History of Idaho Reading Indicator
  • Initially implemented in
  • Updated to AIMSWeb probes in 2007

• 2015 Governor's Task Force recommendation

• 2015 – state updated comprehensive literacy plan

• Calls for a new, updated reading assessment focusing on the 5 critical domains of reading.

• Assessment working group developed RFI
• SDE Released RFP
• Review committee selected Istation ISIP Early Reading
• 2017 Pilot Schools implemented Istation in September 2017
What is Istation?

- Istation’s early reading assessments (ISIP™ ER) measure reading development for students in grades K through 3
- Computer Adaptive assessment
- Serves over 4 million students in 48 states
- Built by educators for educators

Istation Assesses All Students

- Adaptive Assessment
  - Scheduled or On Demand
- Students are assessed in the critical areas of reading development as developmentally appropriate:
  - letter knowledge
  - vocabulary
  - phonemic awareness
  - alphabetic decoding
  - reading comprehension
  - spelling
  - text fluency
- Supports for EL’s and Students With Disabilities
Available on any device

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION
SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

<table>
<thead>
<tr>
<th>Grade</th>
<th>ISIP Subtest</th>
<th>Legacy IRI Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Letter Knowledge</td>
<td>Letter Naming Fluency*</td>
</tr>
<tr>
<td></td>
<td>Phonemic Awareness</td>
<td>Letter Sound Fluency</td>
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<tr>
<td></td>
<td>Listening Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>Letter Knowledge</td>
<td>Letter Sound Fluency*</td>
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<tr>
<td></td>
<td>Phonemic Awareness</td>
<td>Reading Fluency</td>
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<tr>
<td></td>
<td>Alphabetic Decoding</td>
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<td></td>
<td>Vocabulary</td>
<td></td>
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<tr>
<td></td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Fluency</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>Vocabulary</td>
<td>Reading Fluency</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
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</tr>
<tr>
<td></td>
<td>Spelling</td>
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<td></td>
<td>Text Fluency</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>Vocabulary</td>
<td>Reading Fluency</td>
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<tr>
<td></td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Fluency</td>
<td></td>
</tr>
</tbody>
</table>
### ISIP Kindergarten Fall 2017

**Assessment Metrics:** Results by Grade for ISIP Reading in September for K.

- **Score**
  - Intensive: 22.24% ISIP 26.9%
  - Strategic: 26.66% ISIP 27.6%
  - Benchmark: 51.10% ISIP 36.5%

### ISIP 1st grade Fall 2017

**Assessment Metrics:** Results by Grade for ISIP Reading in September for 1st.

- **Score**
  - Intensive: 16.74% ISIP 36.9%
  - Strategic: 21.05% ISIP 27.6%
  - Benchmark: 62.20% ISIP 36.5%
### ISIP 2nd grade Fall 2017

#### A comparison

<table>
<thead>
<tr>
<th>Score</th>
<th>Legacy (21,404)</th>
<th>ISIP (3,092)</th>
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</thead>
<tbody>
<tr>
<td>Intensive</td>
<td>21.08%</td>
<td>26.4%</td>
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<tr>
<td>Strategic</td>
<td>23.42%</td>
<td>20.5%</td>
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<tr>
<td>Benchmark</td>
<td>55.51%</td>
<td>53.1%</td>
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### ISIP 3rd grade Fall 2017

#### A comparison

<table>
<thead>
<tr>
<th>Score</th>
<th>Legacy (22,194)</th>
<th>ISIP (3,087)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive</td>
<td>14.58%</td>
<td>24.3%</td>
</tr>
<tr>
<td>Strategic</td>
<td>20.92%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Benchmark</td>
<td>64.50%</td>
<td>54.0%</td>
</tr>
</tbody>
</table>
ISIP Assessment Reports

- ISIP Executive Summary Report
- ISIP Summary Report
- ISIP Skill Growth Report
- Student Summary Report
- Priority Report
- Intervention History Report
- Session Activity Detail Report
- Rate of Improvement Report
- Lexile Report
- Distribution Report
- Assessment Completion
- Priority Summary Report

Questions?
Parent Education Resource Center (PERC)

- Overview
  - Events, websites, apps, and other online tools organized by grade level, and topics so parents can easily find resources for their children.
  - Results customized to their student’s unique interests and their geographic location.
  - Resources can be added by districts, libraries, and other public/private entities and curated by the SDE.
• Status as of September 2017
  • Site is built and resources are being added and categorized.
  • Soft launch (Website Live) without marketing October 16
  • Formal Launch Mid Feb 2018 (Enhanced Mobile Features) with marketing.
  • June 2018 parents can login and be notified of new events that match their student’s interests.
SUBJECT
Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.

REFERENCE
November 1999  Board approved delegation of approval of elementary schools with less than ten (10) pupils pursuant to Section 33-1003(2)(f) to the Superintendent with a required annual report to the Board consisting of the districts that have requested approval and whether or not they were approved.

October 2015  Superintendent reported to the Board that four (4) districts had requested approval and four (4) were approved.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1003 (2)(f), Idaho Code

BACKGROUND/DISCUSSION
Section 33-1003 (2)(f), Idaho Code, states that “Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.” At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) pupils in average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education annually at the September meeting. The Board no longer convenes a regularly scheduled September Board meeting; therefore, the report is being brought to the Board at the regularly scheduled October Board meeting.

Eight (8) schools have requested to operate with less than ten (10) average daily attendance during the 2017 – 2018 school year. Superintendent Ybarra has approved all of the requests (Attachment 1).

IMPACT
These approved schools will generate state funding for their school districts, per Chapter 10, Title 33, Idaho Code.

ATTACHMENTS
Attachment 1 – List of approved schools

STAFF COMMENTS AND RECOMMENDATIONS
The Superintendent has approved eight schools to operate with less than 10 students for the 2017-2018 school year. In 2015 the Superintendent reported
having approved four schools, two elementary and two joint elementary – junior high schools for the 2015-2016 school year. There is no documentation of a report to the Board in 2016.

Section 33-107(4)(d) and (e), Idaho Code allows the Board to:

(d) Delegate to its executive secretary, the superintendent of public instruction, if necessary to enhance effectiveness and efficiency, such powers as he requires to perform duties and render decisions prescribed to the state board involving the exercise of judgment and discretion that affect the public schools in Idaho;

(e) Delegations of powers under this subsection must be adopted as statements of agency action by the state board, as provided in section 33-105(2), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board...

Statements of agency action are adopted through the Board’s Governing Policies and Procedures approval process. To comply with section 33-107(4), Idaho Code, this delegation will need to be incorporated into Board policy. Furthermore, the original delegation and annual reporting requirement was made by the Board at the November 18-19, 1999 Board meeting. In 2014, the Board amended its bylaws to require all Board action that “impacts the ongoing future behavior of the agencies and institutions to be incorporated into Board Policy.” To allow for future delegation of this duty the Board will need to amend Board Policy incorporating the delegation and reporting requirements. Board staff will bring forward an amendment to Board Policy in the future to incorporate the delegation and reporting requirements.

BOARD ACTION
This item is for informational purposes only. Any action will be at the Board's discretion.
Elementary Schools Approved to Operate with Less than 10 ADA
2017-2018

<table>
<thead>
<tr>
<th>#</th>
<th>District Name</th>
<th>Bldg. #</th>
<th>Building Name</th>
<th>Estimated Enrollment</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>Garden Valley</td>
<td>398</td>
<td>LOWMAN ELEMENTARY SCHOOL</td>
<td>3</td>
<td>Greg Alexander Peter</td>
</tr>
<tr>
<td>181</td>
<td>Challis</td>
<td>486</td>
<td>STANLEY ELEM-JR HIGH SCHOOL</td>
<td>9</td>
<td>McPherson</td>
</tr>
<tr>
<td>191</td>
<td>Prairie Mountain</td>
<td>491</td>
<td>PRAIRIE ELEM-JR HIGH SCHOOL</td>
<td>3</td>
<td>Elaine Faddis</td>
</tr>
<tr>
<td>193</td>
<td>Home</td>
<td>517</td>
<td>PINE ELEM-JR HIGH SCHOOL</td>
<td>2</td>
<td>James Gilbert</td>
</tr>
<tr>
<td>244</td>
<td>Mountain View</td>
<td>1287</td>
<td>ELK CITY PUBLIC SCHOOL</td>
<td>5</td>
<td>Marcus Scheibe</td>
</tr>
<tr>
<td>351</td>
<td>Oneida</td>
<td>797</td>
<td>STONE ELEMENTARY SCHOOL</td>
<td>8</td>
<td>Rich Moore</td>
</tr>
<tr>
<td>151</td>
<td>Cassia County</td>
<td>468</td>
<td>ALMO ELEMENTARY SCHOOL</td>
<td>9</td>
<td>Gaylen L Smyer</td>
</tr>
<tr>
<td>416</td>
<td>Three Creek</td>
<td>835</td>
<td>THREE CREEK ELEM-JR HI SCHOOL</td>
<td>7</td>
<td>Dena Pollock</td>
</tr>
</tbody>
</table>
SUBJECT
Pending Rule – Docket No. 08-0203-1702, Rules Governing Thoroughness, College Entrance Examination

REFERENCE
August 2013 The Board approved removal of the ACCUPLACER as an acceptable college entrance examination.
August 2015 The Board approved removal of the Compass exam as an acceptable college entrance examination for students graduating after 2017.
June 2017 The Board approved Proposed Rule Docket No. 08-0203-1702.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-105 and 33-1612, Idaho Code
IDAPA 08.02.03.105.03, College Entrance Examination

BACKGROUND/DISCUSSION
IDAPA 08.02.03.105.03 requires a student to take the SAT or ACT before the end of their eleventh grade year to meet graduation requirements. A rule change effective March 2016 removed the Compass assessment as an option to meet the requirement for students graduating after 2017. The final administration of the Compass assessment was on November 1, 2016, which potentially impacts students graduating in 2018. This pending rule change will allow students who took the Compass exam prior to its final administration to meet the college entrance exam (CEE) graduation requirement.

The rule change clarifies when a student with disabilities can be exempted from the CEE requirement. Individualized Education Program teams will also be able to consider the ACCUPLACER Placement Assessment as an acceptable CEE for students with disabilities to meet the CEE graduation requirement.

Also, to accommodate a variety of circumstances preventing students from completing the CEE, a form provided by the Department will be available for school counselors or administrators to submit exemption requests. This form will allow schools to present an alternative test or provide explanation of extenuating circumstances prohibiting a student from meeting the CEE requirement. The request will be reviewed and approved by the Superintendent of Public Instruction or the Superintendent’s designee.

A Notice of Intent to Promulgate Rules was published in the April 5, 2017, edition of the Administrative Bulletin. Six (6) public meetings were held across the state between April 11 and 20, 2017. No comments were received during the public meetings, and five (5) written comments in favor of the suggested amendments were received through the SDE’s public comment online submission form.
A Notice of Rulemaking - Proposed Rule was published in the August 2, 2017, edition of the Administrative Bulletin, and no public comments were received during the August 2 – August 23 public comment period. As a result, no changes were made between the proposed rule and the pending rule.

IMPACT
The passage of this pending rule will allow students who participated in the Compass assessment on or before its final administration to meet the CEE graduation requirement. The rule will also allow students with disabilities receiving services to use the ACCUPLACER Placement Assessment when more appropriate for the student. Students with extenuating circumstances will have an opportunity to use other assessments or be exempt from the CEE requirement.

ATTACHMENTS
Attachment 1 – Pending Rule, Docket No. 08-0203-1702

STAFF COMMENTS AND RECOMMENDATIONS
At the August 2013 Board meeting the Board approved the removal of the Accuplacer as an eligible assessment for meeting the college entrance exam graduation requirement. The Board found that during the first year of the implementation of the college entrance exam requirement some alternative schools had all of their students take the Accuplacer assessment without giving them the choice or encouragement to try the SAT or ACT. Department staff at that time (2013) reported that the reasons behind this was that the school district staff did not believe the students would “go-on” to postsecondary education, therefore there was no need for them to take the SAT or ACT. The original purpose of the college entrance exam requirement was to show students who would not normally or voluntarily take a college entrance exam that they were capable of doing well on the exam, additionally, any areas of weakness identified by the assessment could also be addressed during their senior year.

The proposed amendment to subsection 105.03.a. would allow students on an individualized education plan to use the Accuplacer placement exam to meet the college entrance exam requirement. The current codified rule allows students enrolled in a special education program with an individual education plan that specifies the student would need accommodations that would result in a non-reportable score on the assessment to choose to be exempt from the college entrance exam requirement. The new language would allow students who were on an individualized education plan but did not meet the same level of accommodations necessary for the exemption to take the Accuplacer in place of the SAT or ACT. The proposed changes to subsection 105.03.b (new subsection c.) would limit the existing exemption to those students receiving special education services through an individual education plan who have a plan that indicates they meet the requirements to take the ISAT-Alternate Assessment. The Alternate Assessment is available to those students with the most
significant, cognitive disabilities for whom the general assessment is not appropriate.

At the August 2015 Board meeting the Board approved a proposed rule eliminating the Compass exam as an option for meeting the college entrance exam high school graduation requirement after the 2016-2017 school year. At that time it had been announced that the Compass was being discontinued and would not be available in the spring of 2017 when students normally take the exam, making the 2015-2016 school year the final year when the exam would be available for the entire school year. Board staff worked with the Department’s Assessment staff at that time to make sure school districts were notified of the change. Due to a subsequent change in staffing at the Department level, not all school districts were notified that the Compass was no longer an eligible assessment for meeting the graduation requirement during the 2016-2017 school year, and some school districts had students take the assessment in the fall, not realizing, that it no longer met the graduation requirement. The proposed amendment regarding the Compass exam will allow for those students who took the exam in the fall, who will not be graduating until the 2017-2018 school year to use the Compass exam to meet the graduation requirement.

The proposed addition of subsection 105.3.d. would allow school district to apply to the Superintendent of Public Instruction or their designee to take a different college entrance exam or college placement exam than those specified in Administrative Code or to exempt the student completely from the requirement at their discretion.

**BOARD ACTION**

I move to approve Pending Rule Docket No. 08-0203-1702, Rules Governing Thoroughness - College Entrance Examination, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No ______
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08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA’s may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA’s reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject’s content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student’s choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall
include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance examinations before the end of the student’s eleventh grade year: SAT or ACT. Students graduating who participated in the Compass assessment prior to 2017—its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (3-25-16)

b. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet
this requirement: (3-25-16)

i. Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (3-12-14)

ii. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

bc. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

i. Enrolled in a special education program and has Receiving special education services through a current Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; the student meets the alternate assessment eligibility criteria; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at Transferring from out of state to an Idaho high school after the spring statewide administration of college entrance exam in grade twelve (12). (4-1-15)

A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (3-12-14)

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-12-14)

05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12). Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student’s high school transcript. (3-29-17)

06. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.05.a. through 105.05.c. of this rule are met. (3-25-16)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school for the same course; and (3-25-16)

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-25-16)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school.
transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.b. of this rule. (3-25-16)

07. **Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student’s Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. **Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)
SUBJECT
Temporary and Pending Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards

REFERENCE
November 2009 Board adopted The Idaho English Language Assessment Achievement Standards as temporary
August 2010 Board adopted The Idaho English Language Assessment Achievement Standards as pending, that were approved in November 2009
November 2015 Board approved pending rule changes to IDAPA 08.02.03.105
August 2016 Board removed the Idaho English Language Assessment (IELA) Achievement Standards
April 2017 Board approved Temporary and Proposed Rule Docket No. 08-0203-1708

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-105, 33-1612, and 33-1617, Idaho Code
IDAPA 08.02.03.004, Rules Governing Thoroughness

BACKGROUND/DISCUSSION
This pending rule provides for the re-insertion of the Idaho English Language Proficiency Assessment Achievement Standards, a document incorporated by reference. The Idaho English Language Assessment (IELA) Achievement Standards were removed from code upon adjournment of the 2017 Legislature. New English Language Proficiency Assessment (ELPA) Achievement Standards need to be added in place of the old standards so schools have accurate identification of a student’s cut scores and corresponding six (6) achievement levels. Additionally, IDAPA 08.02.03.112.05.b refers to the Idaho English Language Proficiency Assessment definitions for levels of language proficiency and will no longer be referencing the correct incorporated by reference document when the standards are removed. The new standards will take place of the old standards and allow this reference in code to point to the correct incorporated by reference document.

A Notice of Rulemaking – Temporary and Proposed Rule was published in the June 7, 2017, edition of the Administrative Bulletin, and no public comments were received during the June 7 – June 28 public comment period.

Upon review of the proposed incorporated document during the comment period, Department staff determined that additional information would make the document easier for practitioners to use. The amendments are highlighted in Attachment 2:
STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017

- Performance definitions, which had been presented to the Board in April as an attachment to the proposed and temporary rule but not included in the rule, have been added to the incorporated document.
- The full range of scores has been added to each of the Cut Scores & Proficiency Levels charts.

IMPACT
We are required to assess English Learner students in English language proficiency annually, pursuant to the federal Elementary Secondary Education Act, reauthorized under the Every Student Succeeds Act. If English Learner students are not tested, we will not meet federal requirements.

ATTACHMENTS
Attachment 1 – Pending and Temporary Rule, 08-0203-1708
Attachment 2 – Idaho English Language Proficiency Assessment Achievement Standards

STAFF COMMENTS AND RECOMMENDATIONS
Prior to the April 2017, Board approval, the Board last approved the English Language Assessment Achievement Standards in 2009. Since that time the achievement standards had become outdated. In 2015, the Board approved the request by the Department of Education to remove the 2009 Achievement Standards from administrative rule. The 2015 Pending Rule was not approved by the legislature due to concern over other amendments to IDAPA 08.02.03 that were included in the same docket. During the rulemaking process in 2016 the Department of Education requested the removal of the outdated IELA Achievement Standards be included with other changes to the state assessment and accountability system that were being promulgated that year by Board staff. The Board approved these amendments along with the creation of a new school accountability framework. The 2017 Legislature accepted all of the changes and they became effective at the close of the 2017 legislative session. The Department is now bringing forward updated achievement standards and updating the name of the assessment.

Approved proposed rules have a 21 day public comment period, following publication in the Administrative Bulletin, prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a pending rule. Pending rules are forwarded to the legislature for consideration during the next session and become effective at the end of the legislative session in which they are reviewed, if they are not rejected by the legislature.

Unlike proposed and pending rules, temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action.
The Board approved the original temporary rule at the regular April 2017 Board meeting. The standards adopted by the Board and incorporated by reference into the temporary rule went into effect on April 20th, 2017. To maintain the consistency between the standards that are currently in place and those that will be in place at the end of the 2018 Legislative Session, should the legislature accept the pending rule, the Board will need to approve an amendment to the temporary rule in addition to approving the pending rule.

The only change to the rule language is to update the standards adoption date to the October 18, 2017 consideration date.

Staff recommends approval.

BOARD ACTION

I move to adopt the amended Idaho English Language Proficiency Assessment Achievement Standards as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to approve Pending and amended Temporary Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.03 - RULES GOVERNING THOROUGHNESS

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

001. TITLE AND SCOPE.
01. Title. These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

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

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

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)
01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)
   a. Arts and Humanities Categories:
      i. Dance, as revised and adopted on August 11, 2016; (3-24-17)
      ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
      iii. Media Arts, as adopted on August 11, 2016. (3-24-17)
      iv. Music, as revised and adopted on August 11, 2016; (3-24-17)
      v. Theater, as revised and adopted on August 11, 2016; (3-24-17)
      vi. Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
      vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)
   b. Computer Science, adopted on November 28, 2016. (3-24-17)
c. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
e. Health, as revised and adopted on August 11, 2016. (3-24-17)
f. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
j. Science, as revised and adopted on December 15, 2016. (12-15-16)
k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
l. Career Technical Education Categories:
   i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
   ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
   iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
   iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
   v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
   vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

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 Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-18-17)

0505. 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. (3-29-17)

0506. 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)
0607. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)

0708. 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)

0809. 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)

<table>
<thead>
<tr>
<th>Discourse Dimension</th>
<th>Language Forms and Conventions</th>
<th>Sentence Dimension</th>
<th>Word/Phrase Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6: Developing</td>
<td>Rich descriptive discourse with complex sentences</td>
<td>A broad range of sentence patterns and some extended simple sentences</td>
<td>An idea within words, phrases, or chunks of language</td>
</tr>
<tr>
<td>Level 5: Bridging</td>
<td>Connected discourse with a variety of sentences and related ideas</td>
<td>Complex grammatical structures and sentence patterns</td>
<td>Multiple related simple sentences</td>
</tr>
<tr>
<td>Level 4: Emerging</td>
<td>Discourse with a series of extended simple sentences and related ideas</td>
<td>Compound and some complex grammatical structures</td>
<td>Multiple related simple sentences</td>
</tr>
<tr>
<td>Level 3: Emerging</td>
<td>Multiple related simple sentences</td>
<td>Repetitive phrasal and sentence patterns across content areas</td>
<td>Multiple related simple sentences</td>
</tr>
<tr>
<td>Level 2: Emerging</td>
<td>A variety of complex grammatical structures and sentence patterns</td>
<td>Repetitive phrasal and sentence patterns across content areas</td>
<td>Multiple related simple sentences</td>
</tr>
<tr>
<td>Level 1: Entering</td>
<td>Related ideas specific to particular content areas</td>
<td>Repetitive phrasal and sentence patterns across content areas</td>
<td>Multiple related simple sentences</td>
</tr>
</tbody>
</table>

*ELPA Performance Definitions: Listening and Reading Grades K-12*
**ELPA Performance Definitions** - *Speaking and Writing* Grades K–12

### Within sociocultural contexts for language use...

<table>
<thead>
<tr>
<th>Discourse Dimension</th>
<th>Sentence Dimension</th>
<th>Word/Phrase Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
</tbody>
</table>

#### Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

<table>
<thead>
<tr>
<th>Level 5 Bridging</th>
<th>Level 4 Expanding</th>
<th>Level 3 Developing</th>
<th>Level 2 Emerging</th>
<th>Level 1 Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multiple, complex sentences</td>
<td>• Short, expanded, and some complex sentences</td>
<td>• Short and some expanded sentences with emerging complexity</td>
<td>• Phrases or short sentences</td>
<td>• Words, phrases, or chunks of language</td>
</tr>
<tr>
<td>• Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</td>
<td>• Organized expression of ideas with emerging cohesion characteristic of particular content areas</td>
<td>• Expanded expression of one idea or emerging expression of multiple related ideas across content areas</td>
<td>• Emerging expression of ideas</td>
<td>• Single words used to represent ideas</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>• A variety of complex grammatical structures matched to purpose</td>
<td>• Compound and complex grammatical structures</td>
<td>• Simple and compound grammatical structures with occasional variation</td>
<td>• Formulaic grammatical structures</td>
<td>• Phrase-level grammatical structures</td>
</tr>
<tr>
<td>• A broad range of sentence patterns characteristic of particular content areas</td>
<td>• Sentence patterns characteristic of particular content areas</td>
<td>• Sentence patterns across content areas</td>
<td>• Repetitive phrasal and sentence patterns across content areas</td>
<td>• Phrasal patterns associated with familiar social and instructional situations</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>• Technical and abstract content-area language including content-specific collocations</td>
<td>• Specific and some technical content-area language</td>
<td>• Specific content language, including cognate and expression</td>
<td>• General content words and expressions</td>
<td>• General content-related words</td>
</tr>
<tr>
<td>• Words and expressions with precise meaning across content areas</td>
<td>• Words and expressions with expressive meaning through use of collocations and idioms across content areas</td>
<td>• Words or expressions with multiple meanings used across content areas</td>
<td>• Social and instructional words and expressions across content areas</td>
<td>• Everyday social and instructional words and expressions</td>
</tr>
</tbody>
</table>

*WIDA Consortium*
ELPA General Performance Definitions* for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6 Reaching | • specialized or technical language reflective of the content areas at grade level  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
• oral or written communication in English comparable to English-proficient peers |
| 5 Bridging | • specialized or technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports  
• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material |
| 4 Expanding | • specific and some technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs  
• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support |
| 3 Developing | • general and some specific language of the content areas  
• expanded sentences in oral interaction or written paragraphs  
• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support |
| 2 Beginning | • general language related to the content areas  
• phrases or short sentences  
• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support |
| 1 Entering | • pictorial or graphic representation of the language of the content areas  
• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements  
• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support |

*WIDA Consortium
Idaho English Language Proficiency Assessment Achievement Standards

WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>WIDA Cut Scores &amp; Proficiency Levels: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>K</td>
<td>Entering</td>
</tr>
<tr>
<td>1</td>
<td>Beginning</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>3</td>
<td>Expanding</td>
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<tr>
<td>4</td>
<td>Bridging</td>
</tr>
<tr>
<td>5</td>
<td>Reaching</td>
</tr>
<tr>
<td>6</td>
<td>100-322</td>
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<td>100-328</td>
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<td>12</td>
<td>100-351</td>
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</table>
## WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>WIDA Cut Scores &amp; Proficiency Levels: Listening</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
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<tr>
<td>12</td>
<td>100-341</td>
</tr>
</tbody>
</table>
WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>1 Entering</th>
<th>2 Beginning</th>
<th>3 Developing</th>
<th>4 Expanding</th>
<th>5 Bridging</th>
<th>6 Reaching</th>
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<tr>
<td>K</td>
<td>100-190</td>
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<td>250-300</td>
<td>301-348</td>
<td>349-391</td>
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<td>205-260</td>
<td>261-310</td>
<td>311-360</td>
<td>361-402</td>
<td>403-600</td>
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<td>322-373</td>
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<td>295-332</td>
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<td>400-450</td>
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<td>302-339</td>
<td>340-405</td>
<td>406-454</td>
<td>455-475</td>
<td>476-600</td>
</tr>
</tbody>
</table>
### WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>1 Entering</th>
<th>2 Beginning</th>
<th>3 Developing</th>
<th>4 Expanding</th>
<th>5 Bridging</th>
<th>6 Reaching</th>
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<tbody>
<tr>
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<td>271-310</td>
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<td>405-600</td>
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<td>279-340</td>
<td>341-387</td>
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WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

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</table>
SUBJECT
Pending Rule, Docket No. 08-0203-1711, 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.
October 2016 Board approved a temporary rule extending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.
June 2017 Board approved proposed rule Docket No. 08-0203-1711

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-105, 33-1612 and 33-2002, Idaho Code
IDAPA 08.02.03.004.06

BACKGROUND/DISCUSSION
This pending rule incorporates by reference the Idaho Alternate Assessment Achievement Standards into IDAPA 08.02.03

In 2011, Idaho joined the National Center and State Collaborative (NCSC), a project led by 24 states and five (5) centers to develop an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. The alternate assessment was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Idaho Content Standards. The adoption of the NCSC recommended standards was approved in May 2011, and amendments were approved by temporary rule by the State Board of Education in September 2015, and again in October 2016.

A Notice of Rulemaking – Proposed Rule was published in the August 2, 2017 Administrative Bulletin and no public comments were received during the August 2 – August 23 public comment period. Upon review of the proposed incorporated document during the public comment period, Department staff determined that the incorporated document would be more helpful to practitioners with the addition of
text regarding performance levels and the addition of the Performance-Level Scale Score Ranges table. The table shows the scale score ranges for performance levels for each grade and content area. Staff also determined that the NCSC Mathematics and English Language Arts tables were erroneously included in the document, so the tables have been removed. These changes are highlighted in Attachment 2.

**IMPACT**

This pending rule is necessary to comply with the Individuals with Disabilities Act, the Elementary and Secondary Education Act, and the Every Student Succeeds Act.

**ATTACHMENTS**

Attachment 1 – Pending Rule Docket No. 08-0203-1711  
Attachment 2 – Idaho Alternate Assessment Achievement Standards, Performance Level Descriptors

**STAFF COMMENTS AND RECOMMENDATIONS**

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 have significant cognitive disabilities and the standard assessment is not appropriate.

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 (previous codified version). 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 was asked by the Department of Education to approve a new temporary rule incorporating the Alternate Assessment Achievement Standards approved by the Board at the September 2015 Board meeting into a new temporary rule in October of 2016. Due to the state deadlines regarding the submittal of proposed rules, the Board could not consider both a temporary and proposed rule at that time and approved a new temporary rule only. The rule approved by the Board in October of 2016 was extended during the 2017 legislative session, allowing it to remain in place until the legislature adjourns at the end of the 2018 legislative session. The extension made it unnecessary for the Board to consider a new temporary rule at the June 2017 Board meeting, allowing the rule to come forward as a proposed rule only.

In addition to the negotiated rulemaking process that is conducted prior to the drafting of proposed rules, proposed rules approved by the Board are published in the Administrative Bulletin and are required to have a 21 day public comment period. Following the close of the public comment period the proposed rule is
brought back to the Board for consideration as a pending rule. If approved by the Board the pending rule will be forwarded to the legislature for consideration. If accepted by the legislature the rule will go into effect at the end of the 2018 legislative session, at the same time the extended temporary rule expires.

The Idaho Alternate Assessment Achievement Standards have been amended from the version that is currently in place under the temporary rule approved by the Board in 2016. Without amendment to the temporary rule those standards will stay in place until the temporary rule expires at the end of the 2018 Legislative Session and the new amended Idaho Alternate Assessment Achievement Standards take effect.

The only change to the language within the rule between the proposed and pending stages is to update the version date of the standards to the new consideration date. Changes to the standards themselves, are highlighted and start on age 45 of Attachment 2.

**BOARD ACTION**

I move to approve the amended Idaho Alternate Assessment Achievement Standards as submitted in Attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the Pending Rule Docket No. 08-0203-1711, as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____
08.02.03 - RULES GOVERNING THOROUGHNESS

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

001. TITLE AND SCOPE.
01. Title. These rules shall be known as IDAPA 08.02.03 “Rules Governing Thoroughness.” (4-5-00)
02. Scope. These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

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

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

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-30-07)
01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-10)
   a. Arts and Humanities Categories:
      i. Dance, as revised and adopted on August 11, 2016; (3-24-17)
      ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-24-17)
      iii. Media Arts, as adopted on August 11, 2016. (3-24-17)
      iv. Music, as revised and adopted on August 11, 2016; (3-24-17)
      v. Theater, as revised and adopted on August 11, 2016; (3-24-17)
      vi. Visual Arts, as revised and adopted on August 11, 2016; (3-24-17)
      vii. World languages, as revised and adopted on August 11, 2016. (3-24-17)
   b. Computer Science, adopted on November 28, 2016. (3-24-17)
c. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-24-17)
e. Health, as revised and adopted on August 11, 2016. (3-24-17)
f. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)
g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
h. Mathematics, as revised and adopted on August 11, 2016. (3-24-17)
i. Physical Education, as revised and adopted on August 11, 2016. (3-24-17)
j. Science, as revised and adopted on December 15, 2016. (12-15-16)
k. Social Studies, as revised and adopted on November 28, 2016. (3-24-17)
l. Career Technical Education Categories:
   i. Agricultural and Natural Resources, as adopted on June 16, 2016. (3-29-17)
   ii. Business and Marketing Education, as adopted on June 16, 2016. (3-29-17)
   iii. Engineering and Technology Education, as adopted on June 16, 2016. (3-29-17)
   iv. Family and Consumer Sciences, as adopted on June 16, 2016. (3-29-17)
   v. Skilled and Technical Sciences, as adopted on June 16, 2016. (3-29-17)
   vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

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 Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on April 20, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-20-17)

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. (3-29-17)

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)

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](http://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](http://www.boardofed.idaho.gov). (4-2-08)

## Table 1. Recommended Cut Scores

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Figure 1. Recommended Cut Scores
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<th>Advanced</th>
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<tbody>
<tr>
<td>Students at this level are able to perform at or near the highest level (3 or 4) of Accuracy and Independence, and at the highest level (4) of Complexity for all (5) of the following extended content objectives:</td>
</tr>
<tr>
<td>- 1.4 Decoding Skills – Identify word patterns and/or word families</td>
</tr>
<tr>
<td>- 1.7 Acquire Fluency – Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)</td>
</tr>
<tr>
<td>- 1.8 Vocabulary/Concept Development – Use dictionary materials to develop concepts and vocabulary</td>
</tr>
<tr>
<td>- 2.1 Strategies/Skills for Comprehending Text – Identify the purpose of different kinds of text</td>
</tr>
<tr>
<td>- 2.1 Strategies/Skills for Comprehending Text – Connects the information and events in text to self</td>
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</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students at this level are able to perform at or near the highest levels (3 or 4) on Accuracy and Independence, and near the highest level (3) on Complexity for most (4) of the following extended content objectives:</td>
</tr>
<tr>
<td>- 1.4 Decoding Skills – Identify word patterns and/or word families</td>
</tr>
<tr>
<td>- 1.7 Acquire Fluency – Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)</td>
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<th>Partially Proficient</th>
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</thead>
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<tr>
<td>Students at this level are able to perform at moderate levels (2 or 3) on Accuracy and Independence, and at or near the highest level (3 or 4) on Complexity for some (2 to 4) of the following extended content objectives:</td>
</tr>
<tr>
<td>- 1.4 Decoding Skills – Identify word patterns and/or word families</td>
</tr>
<tr>
<td>- 1.7 Acquire Fluency – Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)</td>
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</table>

<table>
<thead>
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<th>Emerging</th>
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<tbody>
<tr>
<td>Students at this level are able to perform at up to a moderate levels (3) on Accuracy, Independence, and Complexity on up to 2 of the extended content objectives:</td>
</tr>
<tr>
<td>- 1.4 Decoding Skills – Identify word patterns and/or word families</td>
</tr>
<tr>
<td>- 1.7 Acquire Fluency – Recognizes automatically between 20 to 50 age-appropriate high frequency word symbols (i.e., word gestures, pictures, objects, words)</td>
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<td>- 2.1 Strategies/Skills for Comprehending Text – Connects the information and events in text to self</td>
</tr>
</tbody>
</table>
ISAT-Alt Performance Level Descriptors

Content Area: Reading  Grade Level: Grade 4

**Advanced**

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

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

**Proficient**

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

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

**Partially Proficient**

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

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

**Emerging**

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

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

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

#### Advanced

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

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

#### Proficient

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

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

#### Partially Proficient

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

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

#### Emerging

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

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

## Content Area: Reading | Grade Level: Grade 6

### Advanced

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

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

### Proficient

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

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

### Partially Proficient

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

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

### Emerging

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

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

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

#### Advanced

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

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

#### Proficient

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

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

#### Partially Proficient

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

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

#### Emerging

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

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

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

#### Advanced

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

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

#### Proficient

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

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

#### Partially Proficient

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

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

#### Emerging

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

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

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

### Advanced

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

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

### Proficient

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

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

### Partially Proficient

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

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

### Emerging

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

- 1.2 Concepts of Text – Use parts of a book and/or text features to identify genre of literature
- 1.8 Vocabulary and Concept Development – Use context clues to determine the meaning of words.
- 2.1 Strategies/Skills for Comprehending Text – Interpret different kinds of text to demonstrate understanding
- 2.2 Comprehend Expository Text – Identify and sequence information or procedures from informational text
- 2.3 Comprehend Literary Text – Demonstrate comprehension of literary text from a variety of genres; identify characters, their traits and/or actions, the speaker, and the theme of a story.
ISAT-Alt Performance Level Descriptors
Content Area: Language Usage Grade Level: Grade 3

**Advanced**

Students at this level are able to perform at or near the highest levels (3 or 4) of **Accuracy and Independence**, and at the highest level (4) of **Complexity** for all (3) of the following extended content objectives:
- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative-based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought.

**Proficient**

Students at this level are able to perform at or near the highest levels (3 or 4) of **Accuracy, Independence, and Complexity** for most (2) of the following extended content objectives:
- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative-based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought.

**Partially Proficient**

Students at this level are able to perform at or near moderate levels (2 or 3) on **Accuracy and Independence**, and at or near the highest level (3 or 4) on **Complexity for some (2)** of the following extended content objectives:
- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative-based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought.

**Emerging**

Students at this level are able to perform at up to a moderate level (3) of **Accuracy and Independence**, and at up to a moderate level of **Complexity (2)** on up to 2 of the extended content objectives:
- 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and Expressive (Narrative/Creative) Writing Skills — Generate ideas, identify the main idea, and use ideas generated in prewriting to write a draft. Use strategies to plan and organize writing, and write and/or share a narrative-based on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions — Write fluently and legibly; demonstrate use of capitalization skills.
- 5.3 Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express a complete thought.

ISAT-Alt Performance Level Descriptors
Content Area: Language Usage Grade Level: Grade 4
**Advanced**

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

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

**Proficient**

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

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

**Partially Proficient**

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

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

**Emerging**

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

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

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

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

### Proficient

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

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

### Partially Proficient

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

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

### Emerging

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

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

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

## Advanced

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

- **3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills** — Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.

- **5.3 Acquire Skills for Sentence Structure** — Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.

- **4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills** — Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.

## Proficient

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

- **3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills** — Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.

- **5.3 Acquire Skills for Sentence Structure** — Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.

- **4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills** — Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.

## Partially Proficient

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

- **3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills** — Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.

- **5.3 Acquire Skills for Sentence Structure** — Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.

- **4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills** — Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.

## Emerging

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

- 3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and Expository (Informational/Research) Writing Skills - Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details. Use strategies to plan and organize writing, and write brief observations of events/processes.

- 5.3 Acquire Skills for Sentence Structure - Use pictures, words, or symbols to express a complete thought with subject and verb, and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.

- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills - Fluently and legibly write brief observations of events or processes, demonstrating spelling skills with high frequency words and capitalization skills.
ISAT-Alt Performance Level Descriptors

Content Area: Language Usage  Grade Level: Grade 7

**Advanced**

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

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

**Proficient**

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

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

**Partially Proficient**

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

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

**Emerging**

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

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.
- 5.3 Acquire Skills for Sentence Structure—Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.
- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.
Independence, and at up to a moderate level of Complexity (2) on up to 2 of the extended-content objectives:

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills - Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft with a main idea and supporting details in logical order. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.

- 5.3 Acquire Skills for Sentence Structure - Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, and imperative), and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.

- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills - Fluently & legibly write text that identifies a sequence of events or processes, demonstrating spelling of high frequency & content area words & capitalization.
<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at this level are able to perform at or near the <strong>highest levels (3 or 4) of Accuracy and Independence</strong>, and at the highest level (4) of Complexity for all (3) of the following extended content objectives:</td>
<td>Students at this level are able to perform at or near the <strong>highest levels (3 or 4) on Accuracy, Independence, and Complexity for most (2) of the following extended content objectives:</strong></td>
<td>Students at this level are able to perform at or near <strong>moderate levels (2 or 3) on Accuracy and Independence</strong>, and at or near the highest level (3 or 4) on Complexity for some (2) of the following extended content objectives:</td>
</tr>
<tr>
<td>- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills—Generate ideas; identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.</td>
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<tr>
<td>- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.</td>
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<tr>
<td>- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</td>
<td>- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</td>
<td>- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills—Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</td>
</tr>
</tbody>
</table>
Spelling, and Conventions Usage Skills – Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.

**Emerging**

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

- 3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills – Generate ideas, identify the main idea (appropriate to the type of writing), and use ideas generated in prewriting to write a draft using a template to logically sequence ideas. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose text that identifies a sequence of activities or processes.

- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions – Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: future verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common edit marks.

- 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently & legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency & content area words & capitalization.
### ISAT-Alt Performance Level Descriptors

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

#### Advanced

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

- **3.1, 3.2, 3.3, 3.5, 4.2** Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.

- **3.4, 5.3, 5.4** Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.

- **4.2, 5.4** Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.

#### Proficient

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

- **3.1, 3.2, 3.3, 3.5, 4.2** Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.

- **3.4, 5.3, 5.4** Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.

- **4.2, 5.4** Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.

#### Partially Proficient

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

- **3.1, 3.2, 3.3, 3.5, 4.2** Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.

- **3.4, 5.3, 5.4** Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.

- **4.2, 5.4** Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.

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

- 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository (Informational/Research) Writing Skills, and Publish Writing—Generate ideas, identify the main idea (appropriate to the writing type), and use ideas generated in prewriting to write a draft with a main idea and sequenced supporting details. Use strategies to plan and organize writing, revise writing for clarity and sequencing, and compose expository text on a main idea with beginning, middle, and ending paragraphs; publish the improved piece of writing.

- 3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions—Use pictures, words, or symbols to express varied sentences types (simple & compound), demonstrating capitalization and punctuation skills and use of pronouns, subject/verb agreement, verb tense, & adjectives. Edit for fluency and for errors using common edit marks.

- 4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills—Write a job application and demonstrate use of punctuation and capitalization skills.
### ISAT-Alt Performance Level Descriptors

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

#### Advanced

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

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

#### Proficient

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

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

#### Partially Proficient

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

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

#### Emerging

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

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

5.2 Collect, Organize, and Display Data — Organize and display data in bar graphs or circle graphs in order to answer a question.
ISAT-Alt Performance Level Descriptors
Content Area: Mathematics                                      Grade Level: Grade 4

**Advanced**

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

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

**Proficient**

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

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

**Partially Proficient**

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

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

**Emerging**

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

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

5.2 Collect, Organize, and Display Data – Organize data in a table or line graph in order to chart to answer a question.
### ISAT-Alt Performance Level Descriptors

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

#### Advanced

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

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

#### Proficient

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

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

#### Partially Proficient

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

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

#### Emerging

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

- 1.2 Perform Computation Accurately — Choose concrete objects, symbolic systems or calculator to solve addition or subtraction problems.
- 2.1 Understand and Use U.S. Customary and Metric Measurements — Select appropriate units and tools to make measurements of length, time, temperature, volume and weight.
- 3.1 Use Algebraic Symbolism to Represent Mathematical Relationships — Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships.
4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Identify a polygon and develop vocabulary to describe the attributes.

5.2 Collect, Organize, and Display Data—Organize data and display data in tables, bar graphs, and circle or line graphs using title labels and reasonable scales.
## ISAT-Alt Performance Level Descriptors

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

### Advanced

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

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

### Proficient

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

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

### Partially Proficient

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

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

### Emerging

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

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

5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency charts, or circle graphs.
ISAT-Alt Performance Level Descriptors
Content Area: Mathematics                                               Grade Level: Grade 7

**Advanced**
Students at this level are able to perform at or near the **highest levels (3 or 4)** on **Accuracy and Independence**, and at the **highest level (4)** on **Complexity** for all (5) of the following extended content objectives:
- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

**Proficient**
Students at this level are able to perform at or near the **highest levels (3 or 4)** on **Accuracy**, near the **highest level (3)** on **Independence**, and at or near the **highest level (3 or 4)** on **Complexity** for most (3-4) of the following extended content objectives:
- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

**Partially Proficient**
Students at this level are able to perform at or near moderate levels (2 to 3) on **Accuracy and Independence**, and at or near moderate levels (2 or 3) on **Complexity** for some (2 to 3) of the following extended content objectives:
- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.
- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.
- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.

**Emerging**
Students at this level are able to perform up to moderate levels (3) on **Accuracy and Independence**, and up to a basic level (2) of **Complexity** on up to 2 of the extended content objectives:
- 1.2 Perform Computations Accurately—Add, subtract, multiply, or divide single-digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.
- 2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate units and tools to make formal measurements.
- 3.4 Understand the Concept of Functions—Extend simple patterns involving rational numbers, including decimals as inputs.
4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.

5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.
## ISAT-Alt Performance Level Descriptors
### 2010-2011

#### Content Area: Mathematics  
#### Grade Level: Grade 8

### Advanced

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

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

### Proficient

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

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

### Partially Proficient

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

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

### Emerging

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

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

- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.

- 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.
ISAT-Alt Performance Level Descriptors

Content Area: Mathematics
Grade Level: Grade 9/10

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

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

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

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

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

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

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

- 1.2 Perform Computations Accurately — Use single digit addition, subtraction, and multiplication problems with rational numbers using an order of operations, with or without the use of a calculator or manipulatives.
2.1 Understand and use U.S. Customary and Metric Measurements—Select and use appropriate tool correctly.

3.3 Solve Algebraic Equations and Inequalities—Match a math problem with a graphical representation.

4.1 Apply Concepts of Size, Shape, and Spatial Relationships—Arrange shapes to show congruence, similarities, and line symmetry of shapes.

5.1 Understand Data Analysis—Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.
### ISAT-Alt Performance Level Descriptors

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

#### Advanced

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

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

#### Proficient

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

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

#### Partially Proficient

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

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

#### Emerging

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

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

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

#### Advanced

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

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

#### Proficient

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

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

#### Partially Proficient

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

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

#### Emerging

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

- Nature of Science — Identify observation data to use in defensible inferences
- Physical Science — Identify the properties of matter
- Biology — Communicate how dominant and recessive traits are inherited
- Earth Science — Identify the water cycle and its relationship to weather and climate
- Technology — Identify an alternate source of energy
# ISAT-Alt Performance Level Descriptors

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

## Advanced

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

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

## Proficient

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

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

## Partially Proficient

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

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

## Emerging

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

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

PERFORMANCE LEVEL DESCRIPTORS

English Language Arts and Mathematics IDAPA 08.02.03.004

As approved by the Idaho State Board of Education October 18, 2017
Performance Levels

The ID-NCSC Alternate Assessment uses a scale score system to express the student’s specific performance score. The scale score is used as the basis for assigning a student’s performance level in each content area. Table 1 shows the scale score ranges for performance levels for each grade and content area. The student’s demonstration of the grade level skills and knowledge required by the assessment is reported as a performance level ranging from 1 to 4, with Levels 3 and 4 designated as ‘Meets Expectations.’

ID-NCSC developed Performance Level Descriptors (PLDs) for mathematics and English language arts at grades 3-8 and 11 through an iterative process involving multiple stakeholder groups. The ID-NCSC partnership developed grade-level PLDs to summarize the knowledge, skills, and abilities prioritized for the ID-NCSC Alternate Assessment that students need to attain at each level of achievement (Level 1- Level 4). Each performance level is understood to include the knowledge, skills and abilities of the preceding performance levels.

It is through PLDs that teachers, parents, and the public can see not only that grade-level content a student should know and do to meet expectations, but also how well the student needs to perform—what depth, breadth, and complexity is an appropriately high expectation. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.
<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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### NCSC Mathematics

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### NCSC English Language Arts

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# English Language Arts

## Grade 3 ELA Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity - Brief, text with straightforward ideas and relationships; short, simple sentences.</strong></td>
<td><strong>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</strong></td>
<td><strong>Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</strong></td>
<td><strong>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</strong></td>
</tr>
<tr>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
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<td>- identify the topic of a literary text</td>
<td>- identify the central idea and supporting details in literary text</td>
<td>- determine the central idea and supporting details in literary text</td>
<td>- determine the central idea and supporting details in literary text</td>
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<td>- identify a detail from a literary text</td>
<td>- determine the main idea and identify supporting details in informational text</td>
<td>- determine the main idea and identify supporting details in informational text</td>
<td>- determine the main idea and identify supporting details in informational text</td>
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<td>- identify a character or setting in a literary text</td>
<td>- determine the main idea of visually presented information</td>
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<td>- identify the topic of an informational text</td>
<td>- identify the purpose of text features in informational text</td>
<td>- identify the purpose of text features in informational text</td>
<td>- identify the purpose of text features in informational text</td>
</tr>
<tr>
<td>- identify a title, caption, or heading in an informational text</td>
<td>- use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
<td>- use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
<td>- use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
</tr>
<tr>
<td>- identify an illustration related to a given topic</td>
<td>- use context to identify the meaning of multiple meaning words</td>
<td>- use context to identify the meaning of multiple meaning words</td>
<td>- use context to identify the meaning of multiple meaning words</td>
</tr>
<tr>
<td>- identify a topic presented by an illustration</td>
<td>- AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</td>
<td>- AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
<td></td>
</tr>
<tr>
<td>- identify the meaning of words (i.e., nouns)</td>
<td>- describe the relationship between characters, and character and setting in literary text</td>
<td>- describe the relationship between characters, and character and setting in literary text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- AND with accuracy, he/she is able to:</td>
<td>- AND with accuracy, he/she is able to:</td>
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</tr>
<tr>
<td></td>
<td>- identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td>
<td>- identify grade level words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- AND in writing, he/she is able to:</td>
<td>- AND in writing, he/she is able to:</td>
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</tr>
<tr>
<td></td>
<td>- identify a statement related to an everyday topic</td>
<td>- identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- AND in writing, he/she is able to:</td>
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<td></td>
</tr>
</tbody>
</table>
### Grade 4 ELA Performance Level Descriptors

#### Level 1
- **Low text complexity - Brief, straightforward ideas and relationships; short, simple sentences.**
  - In reading, he/she is able to:
    - 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 writing, he/she is able to:
    - identify the concluding sentence in a short explanatory text

  - **AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.**
    - use details from a literary text to answer specific questions
    - use context to identify the meaning of multiple meaning words

  - **AND with accuracy, he/she is able to:**
    - identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)

#### Level 2
- **Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.**
  - In reading, he/she is able to:
    - 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

  - **AND with accuracy, he/she is able to:**
    - identify grade level words

  - **AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types, including phrases and transition words.**
    - use details from a literary text to answer specific questions
    - use context to identify the meaning of multiple meaning words

#### Level 3
- **Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.**
  - In reading, he/she is able to:
    - 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 accuracy, he/she is able to:**
    - identify grade level words

#### Level 4
- **High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types, including phrases and transition words.**
  - In reading, he/she is able to:
    - 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 accuracy, he/she is able to:**
    - identify grade level words

  - **AND in writing, he/she is able to:**
    - identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text
# Grade 5 ELA Performance Level Descriptors

<table>
<thead>
<tr>
<th><strong>Level 1</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td>Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</td>
<td>High text complexity - Text with detailed and implied complex ideas and relationships, a variety of sentence types including phrases and transition words.</td>
</tr>
<tr>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
</tr>
<tr>
<td>- identify an event from the beginning of a literary text</td>
<td>- compare characters, settings, and events in a literary text</td>
<td>- compare characters, settings, and events in a literary text</td>
<td>- compare characters, settings, and events in a literary text</td>
</tr>
<tr>
<td>- identify a detail from a literary text</td>
<td>- determine the main idea and identify supporting details in informational text</td>
<td>- determine the main idea and identify supporting details in informational text</td>
<td>- determine the main idea and identify supporting details in informational text</td>
</tr>
<tr>
<td>- identify a character, setting and event in a literary text</td>
<td>- use details from the text to support an author's point in informational text</td>
<td>- use details from the text to support an author's point in informational text</td>
<td>- use details from the text to support an author's point in informational text</td>
</tr>
<tr>
<td>- identify the topic of an informational text</td>
<td>- compare and contrast how information and events are presented in two informational texts</td>
<td>- compare and contrast how information and events are presented in two informational texts</td>
<td>- compare and contrast how information and events are presented in two informational texts</td>
</tr>
<tr>
<td>- identify the main idea of an informational text</td>
<td>- use context to identify the meaning of multiple meaning words</td>
<td>- use context to identify the meaning of multiple meaning words</td>
<td>- use context to identify the meaning of multiple meaning words</td>
</tr>
<tr>
<td>- identify the difference in how information is presented in two sentences</td>
<td>- AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences.</td>
<td>- AND with High text complexity - Text with detailed and implied complex ideas and relationships, a variety of sentence types including phrases and transition words.</td>
<td>- AND in writing, he/she is able to:</td>
</tr>
<tr>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td>- summarize a literary text from beginning to end</td>
<td>- summarize a literary text from beginning to end</td>
<td>- summarize a literary text from beginning to end</td>
</tr>
<tr>
<td>- identify the category related to a set of common nouns</td>
<td>- use details from a literary text to answer specific questions</td>
<td>- use details from a literary text to answer specific questions</td>
<td>- use details from the text to answer specific questions</td>
</tr>
<tr>
<td>- <strong>AND in writing, he/she is able to:</strong></td>
<td>- identify elements of a narrative text to include beginning, middle, and end</td>
<td>- identify elements of a narrative text to include beginning, middle, and end</td>
<td>- <strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>- identify a sentence that is organized for a text structure such as comparison/contrast</td>
<td>- <strong>AND in writing, he/she is able to:</strong></td>
<td>- support an explanatory text topic with relevant information</td>
<td>- support an explanatory text topic with relevant information</td>
</tr>
</tbody>
</table>
# Grade 6 ELA Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity - Text with straightforward ideas and relationships; short, simple sentences.</strong></td>
<td><strong>Low text complexity - Text with straightforward ideas and relationships; short, simple sentences.</strong></td>
<td><strong>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</strong></td>
<td><strong>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</strong></td>
</tr>
<tr>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify an event from the beginning or end of a literary text</td>
<td>• summarize a literary text from beginning to end without including personal opinions</td>
<td>• summarize a literary text from beginning to end without including personal opinions</td>
<td>• summarize a literary text from beginning to end without including personal opinions</td>
</tr>
<tr>
<td>• identify a detail from a literary text</td>
<td>• support inferences about characters using details in literary text</td>
<td>• support inferences about characters using details in literary text</td>
<td>• use details from a literary text to answer specific questions</td>
</tr>
<tr>
<td>• identify a character in a literary text</td>
<td>• use details from the text to elaborate a key idea in informational text</td>
<td>• use details from the text to elaborate a key idea in informational text</td>
<td>• use context to identify the meaning of multiple meaning words</td>
</tr>
<tr>
<td>• identify the topic of an informational text</td>
<td>• use evidence from the text to support an author’s claim in informational text</td>
<td>• summarize an informational text without including personal opinions</td>
<td>• support inferences about characters using details in literary text</td>
</tr>
<tr>
<td>• identify a fact from an informational text</td>
<td>• summarize information presented in two informational texts</td>
<td>• use evidence from the text to support an author’s claim in informational text</td>
<td>• use details from the text to elaborate a key idea in informational text</td>
</tr>
<tr>
<td>• identify a description of an individual or event in an informational text</td>
<td>• use domain specific words accurately</td>
<td>• summarize information presented in two informational texts</td>
<td>• use evidence from the text to support an author’s claim in informational text</td>
</tr>
<tr>
<td>• use context to identify the meaning of multiple meaning words</td>
<td>• identify transition words and phrases to convey a sequence of events in narrative text</td>
<td>• use evidence from the text to support an author’s claim in informational text</td>
<td>• use domain specific words accurately</td>
</tr>
<tr>
<td>• identify the meaning of general academic words</td>
<td></td>
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</tr>
<tr>
<td>AND in writing, he/she is able to:</td>
<td>AND in writing, he/she is able to:</td>
<td>AND in writing, he/she is able to:</td>
<td>AND in writing, he/she is able to:</td>
</tr>
<tr>
<td>• identify an everyday order of events</td>
<td>• identify elements of an explanatory text to include introduction, body, and conclusion</td>
<td>• identify the next event in a brief narrative</td>
<td>• identify transition words and phrases to convey a sequence of events in narrative text</td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
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</tr>
<tr>
<td>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td>Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
</tr>
</tbody>
</table>

In reading, he/she is able to:
- 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

AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.
- 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

AND in writing, he/she is able to:
- identify a graphic that includes an event as described in a text

AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
- use details to support themes from literary text
- use details to support inferences from literary text
- use details to support themes from informational text
- use details to support inferences from informational text
- use context to identify the meaning of grade-level phrases

AND in writing, he/she is able to:
- identify elements of an explanatory text to include introduction, body, and conclusion
- identify the next event in a brief narrative
- identify a sentence that provides a conclusion in narrative text

AND in writing, he/she is able to:
- use context to identify the meaning of grade-level phrases

AND in writing, he/she is able to:
- identify a sentence that provides a conclusion in narrative text
- contrast how two authors write about the same topic in informational texts
- use context to identify the meaning of grade-level phrases

AND in writing, he/she is able to:
- use context to identify the meaning of grade-level phrases
- 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
### Grade 8 ELA Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity - Brief text with straightforward ideas and relationships:</strong> short, simple sentences.</td>
<td><strong>Low text complexity - Brief text with straightforward ideas and relationships:</strong> short, simple sentences.</td>
<td><strong>Moderate text complexity - Text with clear, complex ideas and relationships and simple compound sentences.</strong></td>
<td><strong>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</strong></td>
</tr>
<tr>
<td>In reading, he/she is able to:</td>
<td>In reading, he/she is able to:</td>
<td>In reading, he/she is able to:</td>
<td>In reading, he/she is able to:</td>
</tr>
<tr>
<td>- identify an inference from a literary text</td>
<td>- use details to support a conclusion from literary text</td>
<td>- use details to support a conclusion from literary text</td>
<td>- use details to support a conclusion from literary text</td>
</tr>
<tr>
<td>- identify a fact related to a presented argument in informational text</td>
<td>- identify an inference drawn from an informational text</td>
<td>- identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</td>
<td>- identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</td>
</tr>
<tr>
<td>- identify a similar topic in two informational texts</td>
<td>- identify an argument the author makes in informational text</td>
<td>- identify an argument the author makes in informational text</td>
<td>- identify an argument the author makes in informational text</td>
</tr>
<tr>
<td>- use context to identify the meaning of multiple meaning words</td>
<td>- examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</td>
<td>- examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</td>
<td>- examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</td>
</tr>
<tr>
<td>- identify the meaning of general academic words</td>
<td>- use domain specific words or phrases accurately</td>
<td>- use domain specific words and phrases accurately</td>
<td>- use domain specific words and phrases accurately</td>
</tr>
<tr>
<td><strong>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple compound sentences.</strong></td>
<td><strong>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</strong></td>
<td></td>
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</tr>
<tr>
<td>- analyze the development of a theme including the relationship between a character and an event in literary text</td>
<td>- analyze the development of a theme including the relationship between a character and an event in literary text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- use context to identify the meaning of grade-level words and phrases</td>
<td>- use context to identify the meaning of grade-level words and phrases</td>
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</tr>
<tr>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>- identify a writer’s opinion</td>
<td>- identify elements of an explanatory text to include introduction, body, and conclusion</td>
<td>- identify relevant information to support a claim</td>
<td>- identify relevant information to support a claim</td>
</tr>
<tr>
<td>Grade 11 ELA Performance Level Descriptors</td>
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<tr>
<td><strong>Level 1</strong></td>
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<tr>
<td><strong>Low text complexity</strong> -</td>
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<tr>
<td>Brief text with straightforward ideas and</td>
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<tr>
<td>relationships; short, simple sentences.</td>
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<tr>
<td>In reading, he/she is able to:</td>
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</tr>
<tr>
<td>• identify a summary of a literary text</td>
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<tr>
<td>• identify an event from a literary text</td>
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<tr>
<td>• identify the central idea of an informational text</td>
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<tr>
<td>• identify facts from an informational text</td>
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<tr>
<td>• identify what an author tells about a topic in informational text</td>
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<tr>
<td>• use context to identify the meaning of multiple meaning words</td>
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<tr>
<td>• identify a word used to describe a person, place, thing, action or event</td>
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<tr>
<td>AND in writing, he/she is able to:</td>
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<tr>
<td>• identify information which is unrelated to a given topic</td>
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<tr>
<td><strong>Level 2</strong></td>
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<tr>
<td><strong>Low text complexity</strong> -</td>
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<tr>
<td>Brief text with straightforward ideas and</td>
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<td>relationships; short, simple sentences.</td>
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<tr>
<td>In reading, he/she is able to:</td>
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<tr>
<td>• use details to support a summary of literary text</td>
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<tr>
<td>• identify a conclusion from an informational text</td>
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<tr>
<td>• identify key details that support the development of a central idea of an informational text</td>
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<tr>
<td>• use details presented in two informational texts to answer a question</td>
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<tr>
<td>• explain why an author uses specific word choices within texts</td>
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<tr>
<td>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple, compound sentences,</td>
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</tr>
<tr>
<td>• evaluate how the author’s use of specific details in literary text contributes to the text</td>
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<tr>
<td>• determine an author’s point of view about a topic in informational text</td>
<td></td>
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</tr>
<tr>
<td>• use context to identify the meaning of grade-level phrases</td>
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<tr>
<td>AND in writing, he/she is able to:</td>
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<tr>
<td>• identify elements of an argument to include introduction, claim, evidence, and conclusion</td>
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<tr>
<td>• identify how to group information for a specific text structure</td>
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<tr>
<td><strong>Level 3</strong></td>
<td></td>
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<tr>
<td><strong>Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple, compound sentences.</td>
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</tr>
<tr>
<td>In reading, he/she is able to:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• use details to support a summary of literary text</td>
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<tr>
<td>• use details to support a conclusion presented in informational text</td>
<td></td>
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</tr>
<tr>
<td>• identify key details that support the development of a central idea of an informational text</td>
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<tr>
<td>• use details presented in two informational texts to answer a question</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• explain why an author uses specific word choices within texts</td>
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</tr>
<tr>
<td>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• evaluate how the author’s use of specific details in literary text contributes to the text</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• determine an author’s point of view about a topic in informational text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use context to identify the meaning of grade-level phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AND in writing, he/she is able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• identify relevant information to address a given topic and support the purpose of a text</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>---------</td>
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<td>---------</td>
<td>---------</td>
</tr>
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<td><strong>High task complexity</strong> - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
</tr>
</tbody>
</table>

He/she is able to:
- 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

AND with Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols
- identify geometric figures which are divided into equal parts

He/she is able to:
- 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

AND with High task complexity - Common problems presented in mathematical context using various mathematical terms and symbols
- identify geometric figures which are divided into equal parts
- count unit squares to compute the area of a rectangle

He/she is able to:
- 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
- identify which object has the greater number of parts shaded
- identify geometric figures which are divided into equal parts
- count unit squares to compute the area of a rectangle
- identify number of objects to be represented in a pictograph

AND with High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements
- round numbers to nearest 10
- identify geometric figures which are divided into equal parts
- count unit squares to compute the area of a rectangle
- transfer data from an organized list to a bar graph
# Grade 4 Mathematics Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low task complexity -</strong></td>
<td><strong>Low task complexity -</strong></td>
<td><strong>Moderate task complexity -</strong></td>
<td><strong>High task complexity - Multiple task complexity</strong></td>
</tr>
<tr>
<td>Simple problems using common mathematical terms and symbols</td>
<td>Simple problems using common mathematical terms and symbols</td>
<td>Common problems presented in mathematical context using various mathematical terms and symbols</td>
<td>Common problems presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
</tr>
</tbody>
</table>

**He/she is able to:**

- 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

**AND with Moderate task complexity -**

- identify equivalent fractions
- select a 2-dimensional shape with a given attribute

**AND with High task complexity -**

- 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

**He/she is able to:**

- match a model to an 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
- transfer data to a graph

**AND with Moderate task complexity -**

- 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

**AND with High task complexity -**

- 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
## Grade 5 Mathematics Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low task complexity</strong> - Simple problems using common mathematical terms and symbols</td>
<td><strong>Low task complexity</strong> - Simple problems using common mathematical terms and symbols</td>
<td><strong>Moderate task complexity</strong> - Common problems presented in mathematical context using various mathematical terms and symbols</td>
<td><strong>High task complexity</strong> - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
</tr>
</tbody>
</table>

**He/she is able to:**

**Level 1**
- 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

**Level 2**
- 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

**Level 3**
- 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

**Level 4**
- 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

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

- compare the values of two products based upon multipliers
- round decimals to nearest whole number

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

- compare the values of two products based upon multipliers
- round decimals to nearest whole number
### Grade 6 Mathematics Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low task complexity</strong> - Simple problems using common mathematical terms and symbols</td>
<td><strong>Low task complexity</strong> - Simple problems using common mathematical terms and symbols</td>
<td><strong>Moderate task complexity</strong> - Common problems presented in mathematical context using various mathematical terms and symbols</td>
<td><strong>High task complexity</strong> - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
</tr>
</tbody>
</table>

**He/she is able to:**
- 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)

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols
- Perform one-step operations with two decimal numbers
- Solve word problems using a percent

**He/she is able to:**
- 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

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols
- Perform one-step operations with two decimal numbers
- Solve word problems using a percent
- Solve word problems using ratios and rates

**He/she is able to:**
- 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

- 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
## Grade 7 Mathematics Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low task complexity -</strong> Simple problems using common mathematical terms and symbols</td>
<td><strong>Low task complexity -</strong> Simple problems using common mathematical terms and symbols</td>
<td><strong>Moderate task complexity -</strong> Common problems presented in mathematical context using various mathematical terms and symbols</td>
<td><strong>High task complexity -</strong> Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
</tr>
</tbody>
</table>

**He/she is able to:**
- 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

**AND with Moderate task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- interpret graphs to qualitatively contrast data sets

**AND with High task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- evaluate variable expressions that represent word problems
- interpret graphs to qualitatively contrast data sets

**He/she is able to:**
- 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

**AND with Moderate task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- interpret graphs to qualitatively contrast data sets

**AND with High task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- evaluate variable expressions that represent word problems
- interpret graphs to qualitatively contrast data sets

**He/she is able to:**
- 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
- compute the area of a circle
- find the surface area of a three-dimensional right prism

**AND with Moderate task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- interpret graphs to qualitatively contrast data sets

**AND with High task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- evaluate variable expressions that represent word problems
- interpret graphs to qualitatively contrast data sets

**He/she is able to:**
- 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

**AND with Moderate task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- interpret graphs to qualitatively contrast data sets

**AND with High task complexity -** Common problems presented in mathematical context using various mathematical terms and symbols
- solve multiplication problems with positive/negative whole numbers
- evaluate variable expressions that represent word problems
- interpret graphs to qualitatively contrast data sets
### Grade 8 Mathematics Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
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</thead>
<tbody>
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<td><strong>High task complexity</strong> - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
</tr>
</tbody>
</table>

**He/she is able to:**
- 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

**He/she is able to:**
- 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

**He/she is able to:**
- 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

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols
- identify congruent figures
- use properties of similarity to identify similar figures
- interpret data tables to identify the relationship between variables

**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols
- 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
# Grade 11 Mathematics Performance Level Descriptors

<table>
<thead>
<tr>
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<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**He/she is able to:**
- 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

**Level 3**

**He/she is able to:**
- identify the linear representation of a provided real world situation
- use an equation or a linear graphical representation to solve a word problem

**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols

- identify the linear representation of a provided real world situation
- use an equation or a linear graphical representation to solve a word problem

**He/she is able to:**
- 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

**He/she is able to:**
- 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
SUBJECT
Idaho Bias and Sensitivity Committee recommendations to remove items from the 2018 Idaho Standards Achievement Test (ISAT) administration.

REFERENCE
November 2014 The Board appointed thirty (30) committee members for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to perform a one-time review.

February 2015 The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.

August 2016 The Board appointed new committee members.

December 2016 The Board approved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.

August 2017 The Board appointed new committee members.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-134, Idaho Code – Assessment Item Review Committee

BACKGROUND/DISCUSSION
In accordance with Section 33-134, Idaho Code, the Board approved a review committee of thirty (30) individuals from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho’s public education system. The committee reviews the computer adaptive test questions on the summative ISAT developed by Smarter Balanced, in English language arts (ELA)/Literacy and Math, for bias and sensitivity.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee’s recommendations.

The Bias and Sensitivity Committee is recommending the removal of the following items from the 2018 ISAT by Smarter Balanced Assessment:

• One (1) Grade 4 ELA Item

IMPACT
As a result of previous recommendations by the Bias and Sensitivity Committee and approval of these recommendations, Idaho requires a separate item configuration for the online delivery of the ELA assessment. The ongoing costs associated to generate the separate test configuration is $57,000 annually. The recommendation from the 2017 review committee does not incur additional costs.
STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho’s participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

Assessment items are confidential and available for use by all states participating in the Smarter Balanced Assessment Consortium. Publicly disclosing the assessment item would compromise its validity for use by other states. To maintain the integrity of the assessment items the specific item being requested for removal has been made available to Board members prior to the Board meeting and are not available to the public for review.

BOARD ACTION

I move to adopt the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted.

Moved by __________ Seconded by __________ Carried Yes _______ No _______

OR

I move to reject the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted.

Moved by __________ Seconded by __________ Carried Yes _______ No _______
Bias and Sensitivity

Review Committee
Recommendations

September 2017
Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the American Institutes for Research (AIR) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee of thirty individuals representing each of the six education regions of the state annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments.

According to the law, the committee is to consist of 30 Idaho residents and 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.

In 2017, pursuant to this law, 1,051 items (541 English Language Arts/Literacy and 510 Mathematics) items required committee review. Following recommendations by the Idaho Technical Advisory Committee (TAC), a process was established by which each item was reviewed by three committee members, chosen at random from the overall committee pool. Small group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 2/3rds of the committee members. General, large group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 1/3rd of the small group discussion participants.

After being trained by AIR staff in how to identify items displaying bias and sensitivity concerns, committee participants were asked to call out (“flag”) items for possible small group discussion. Figure 1 illustrates the Content Rater Interface (a software application) in which panelists would view the item, “flag” it if necessary, and add a comment. In Round Two, the panelists discussed the multi-flagged items in small groups and then the panelists individually voted on the items again. Items which were flagged by 2/3 (14 members) of the committee moved onto Round Three, which consisted of large group discussions designed to determine the final list of items that would be recommended to the State Board of Education for their review. The State Board would consider rejecting these flagged items from the spring 2018 summative computer adaptive tests.
This year’s committee of twenty-two (22) members included five (5) teachers, four (4) administrators, nine (9) parents and four (4) school board members.

**Process and Training**

For ease of assignment and review by the committee, AIR organized the items into batches prior to the committee meeting. The 541 English Language Arts/Literacy (ELA/L) items were assembled into 24 batches. Each batch contained between 19 and 23 items. Each of the 24 ELA/L batches was then assigned to three different committee members at random. The 510 Mathematics items were assembled into 26 batches. Each batch contained between 19 and 23 items. Each of the 26 Mathematics batches was then assigned to three different committee members at random.

AIR configured its Item Tracking System software to create a “Bias and Sensitivity (BnS) Survey” in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displayed each item with a “click-to-enlarge” box that contained the “Item Rating Question” (with comment boxes for feedback), an “Item Overview” dialog pane, which included information about the content alignment of the item, and an “Item Content Web Preview” dialog pane, which presented a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: “Bias and Sensitivity: Meets Criteria.” A response of “Yes” or “No” was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing AIR L.A.B.S. guidelines (i.e., the item did display a bias and sensitivity concern), then the panelist would select “No.” A “No” response from a panelist would require a comment explaining the panelist’s reasoning.

Prior to the committee meeting, AIR created usernames and passwords for each committee member within the Item Tracking System. AIR loaded and pre-assigned (randomly) one batch for each committee member to review. Participants were instructed to ask for additional batches as they completed and submitted their initial assignments.
In order to train the committee on identifying possible bias and sensitivity concerns in items, AIR created and presented the “Idaho Bias & Sensitivity Review” PowerPoint presentation. Additionally, AIR provided a handout entitled “Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines” 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 to submit their feedback on each item electronically.

**Round One—Specific Procedure and Results**

AIR set up computers in a classroom-style room arrangement in order to facilitate individual reviews by the panelists. In order to monitor the committee’s progress, AIR provided daily progress reports to SDE for review each evening. At the conclusion of Round One, all 1,051 items were reviewed by at least three committee members. In order to determine which items would move on to Round Two for small group discussion, AIR identified which Item ID’s 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” meant that none of the committee members answered “No.” An item with “One Flag” meant that one of the committee members answered “No.” An item with “Two Flags” meant that two of the committee members answered “No.” An item
with “Three Flags” meant that three of the committee members answered “No.” As advised by Idaho’s TAC, only the items with two or more flags would move on to Round Two. A detailed summary of results of Round One is given below in Table 1.

Table 1. Results of Round One

<table>
<thead>
<tr>
<th>Total Items Reviewed</th>
<th>Number of Items with Zero Flags</th>
<th>Number of Items with One Flag</th>
<th>Number of Items with Two Flags</th>
<th>Number of Items with Three Flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>541</td>
<td>499</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>MATH</td>
<td>510</td>
<td>501</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1051</td>
<td>1000</td>
<td>49</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 2 below is a graph of the number of reviewers that flagged a particular percentage of the ELA/L and Mathematics items they reviewed during Round One. From the graph, it can be noted that nearly half of the panelists flagged between zero and one percent of the items (7 and 2 panelists, respectively). One reviewer flagged 6% of all of the Mathematics and English Language Arts/Literacy items he/she reviewed.
Round Two—Specific Procedure and Results

For Round 2, the committee was asked to conduct another individual review on each item that was flagged by two or more members from Round 1 then discuss the item(s) in small group break-out session. Prior to the small group discussions, all committee members were given the opportunity to view each item/passage that was advanced to Round 2. At the end of the small group discussions, the committee members were asked to vote individually on the multi-flagged items a second time. Round 1 had multi-flagged a total of 2 ELA/L items, 1 ELA/L passage and zero math items for review by the smaller group and one batch of the 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/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.
A detailed summary of the results of Round 2 is below in Table 2 (ELA/L).

Table 2. Results of Round Two Analysis – ELA/L Items

<table>
<thead>
<tr>
<th>ID BnS Item Review – ELA Round 2 Results</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ITS ID</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>125577</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>125990</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

Following the same 1/3rd vote rule that was established for moving items from Round Two to Round Three as was implemented during the 2015 and 2016 Bias and Sensitivity Committee Review meetings, AIR analyzed the multi-flagged items that were flagged by 1/3rd of all committee members after Round Two. Based on this information, the group of 22 committee members, would review 1 ELA/L item during Round Three.

Round Three—Specific Procedure and Results

During Round Three, the committee reconvened in a large group setting to discuss the one multi-flagged item. The item that received a 2/3rd vote at the end of this final round would 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. As detailed in below in Table 3, the committee found Bias and Sensitivity concerns with one ELA/L item. This ELA/L item is not associated with a passage; it is considered a “discrete” item.

Table 3. Results of Round 3 Analysis – ELA Item

<table>
<thead>
<tr>
<th>ID BnS Item Review – ELA Round 3 Results</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ELA Item ITS ID</td>
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<tr>
<td>125577</td>
<td>0</td>
<td>22</td>
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Final Result

Of the 1,051 items that required review by this committee per Idaho Code § 33-134, one grade 4 ELA/L item was determined as having concerns with Bias or Sensitivity according to a 2/3rd committee vote. This item has been sent to the Idaho State Board of Education for
consideration of rejection from the operational 2018 Grade 4 ELA assessment. Detailed results for this item are presented below.

The committee determined the ELA/L grade 4 item ID 125577 did not pass guidelines #1 (stereotypes), #2 (sensitive or controversial subjects), #3 (advice), #6 (topic familiarity), and #7 (language inclusiveness). As seen in Figure 3, 100% of the committee voted that this item does not meet the Bias and Sensitivity guidelines.

**Figure 3. Round 3 Poll Results for ELA/L item 125577**

<p>| | |</p>
<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>Yes</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>100%</td>
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</tbody>
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**Implications of Rejecting the Proposed Item**

AIR has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting the single item identified by the 2017 Bias and Sensitivity Committee. Based on the State Board of Education’s decision last year to reject all items and passages recommended by the Bias and Sensitivity Committee, Idaho has a separate item configuration for the online delivery of the ELA/L assessments. That work requires a continual fee of $57,000.
on an annual basis. Rejection of the single item proposed by the 2017 Bias and Sensitivity Committee will not incur additional costs by the Idaho State Department of Education.

For additional questions, please contact Karlynn Laraway, Director of Assessment, at the Idaho State Department of Education, 208-332-6976, or klaraway@sde.idaho.gov.
Idaho Bias & Sensitivity Review

Mathematics & English Language Arts/ Literacy
Wednesday, September 6 and Friday, September 8, 2017
Boise, Idaho

Introductions

• SDE Personnel
  – Karlynn Laraway
  – Tim McMurtrey
  – Nancy Thomas Price
  – Beverly Bracewell

• AIR Personnel
  – Kayla Convery
  – Diana Tenzer
  – Kevin Chandler
  – Josh Smith
  – Christy Glore
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

• 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 SDE
• Training on How to Use Content Rater
  – Is the next training in this room
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.
SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting
Wednesday, September 6 – Friday, September 8, 2017

Idaho Stakeholder Bias & Sensitivity Meeting

- Open Mozilla Firefox
- Log-In with Credentials
Idaho Stakeholder Bias & Sensitivity Meeting

• Choose “SBAC Field Test” Bank

Idaho Stakeholder Bias & Sensitivity Meeting

• “Item Content Validation Rater” access
• Content Rater > Rating
Idaho Stakeholder Bias & Sensitivity Meeting

• Assigned Incomplete Batches Shown

Idaho Stakeholder Bias & Sensitivity Meeting

• Minimize
Idaho Stakeholder Bias & Sensitivity Meeting

• Click Start

Item Rating Question
2. If “Yes” clicked
  • General Comments are Optional
Idaho Stakeholder Bias & Sensitivity Meeting

**Item Rating Question**

3. If “No” clicked
   - Required Comment Box Appears
   - General Comments are still Optional

**Buttons**

- Save = Saves Comment AND move to next item
- Reset = Deletes Selection AND Comments
- Return to List = Returns to List of Pre-Assigned Batches
- Next Item = Moves to Next Item and does NOT save Selection or Comments
Idaho Stakeholder Bias & Sensitivity Meeting

**Item Overview**
1. Item Alignment Attributes
2. Can Minimize and Maximize

**Item Content Webpreview**
1. Item
2. Score button does work
Idaho Stakeholder Bias & Sensitivity Meeting

Pop-Up Box Appears on Last Item in Batch
Click ‘OK’
Will be returned back to Last Item in Batch

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Click Return to List
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Status = Completed OR Status = Incomplete

Make Sure Status of ALL Items in Batch is “Completed”

Click “Submit” to Submit Batch
Idaho Stakeholder Bias & Sensitivity Meeting

Pop-Up Box Appears Indicating Successful Batch Submission
Click ‘OK’

Batch Moves to Completed Batches
Click on ‘Show Completed Batches’ to show the Batch
Idaho Stakeholder Bias & Sensitivity Meeting

To resume an Incomplete Batch, click on the ITS ID that is marked “Incomplete”.

Click “Start” to Start next Incomplete Batch
Idaho Stakeholder Bias & Sensitivity Meeting

Questions about Content Rater?

Idaho Stakeholder Bias & Sensitivity Meeting – Process & Procedures

September 2017
Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

• English Language Arts (ELA) Batches
  – 541 Items
    • 253 Discrete Items & 288 Passage Associated Items
  – 24 Batches Total
    • Batches of 19 to 23 Items
  – Each ELA Batch Reviewed by 3 Reviewers
    • All Reviewers will review at least 1 ELA Batch
  – Batches Organized by Passage NOT Grade
  – All ELA Batches Reviewed First

Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Batches

• Mathematics (MATH) Batches
  – 510 Items
    • 510 Discrete Items
  – 26 Batches Total
    • Batches of 19 Items to 23 Items
  – Each MATH Batch Reviewed by 3 Reviewers
    • All Reviewers will review at least 1 MATH Batch
Idaho Stakeholder Bias & Sensitivity Meeting – Round 1 Process

- Individual Review
- Three Reviewers for Each Item (Item & Passage)
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria
- IF Two (or More) Reviewers Answer ‘No’ for an item THEN that item is ‘Flagged’ and will move on to Round 2

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 1 to Round 2

During Round 1
> 2 Individual Reviewers
Answer ‘No’ to ‘Meets Criteria’ Question

Round 2
Idaho Stakeholder Bias & Sensitivity Meeting – Round 2 Process (If Necessary)

• Small Group Review
• Three Small Groups of ~10 Reviewers
• Each Small Group Reviews ALL Items that were Flagged in Round 1 in Content Rater
  – Yes = Meets Bias & Sensitivity Criteria
  – No = Does NOT Meet Bias & Sensitivity Criteria

Idaho Stakeholder Bias & Sensitivity Meeting – Round 2 Process (If Necessary)

• Review & Discuss ALL Items in Small Group
• Each Member of the Group Individually Votes on the Item in Content Rater
• IF 1/3 (or More) of Total Number of Reviewers Answer ‘No’ for an item THEN that item is ‘Flagged’ and will move on to Round 3
Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2
> 1/3 Total Number of Reviewers
Answer ‘No’ to ‘Meets Criteria’ Question

Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

• Large Group Review
• One Large Group of ALL Reviewers
• Large Group Reviews ALL Items that were Flagged in Round 2
  — Yes = Meets Bias & Sensitivity Criteria
  — No = Does NOT Meet Bias & Sensitivity Criteria
Idaho Stakeholder Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Items Presented on Projector
- Review & Discuss ALL Items in Large Group
- Each Member of the Group *Individually* Votes on the Item with “Clicker”
- Results Presented to Large Group
- IF 2/3 (or More) of Total Number of Reviewers Answer ‘No’ for an item THEN that item is ‘Flagged’ and will Recommend to BoE for Rejection

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3
> 2/3 Total Number of Reviewers
Answer ‘No’ to ‘Meets Criteria’ Question

Recommend Rejection to BoE
Idaho Stakeholder Bias & Sensitivity Meeting

Questions about the Overview of Processes & Procedures?

Idaho Stakeholder Bias & Sensitivity Meeting

Additional Questions about the Idaho Stakeholder Bias & Sensitivity Meeting can be directed to Idaho State Department of Education
User Name: ISATID_RevX@generic.user
Password: IDBNS10X!

User Name: ISATID_Rev34@generic.user
Password: IDBNS134!

https://a.its.airast.org/
SBAC Field Test Content Rater

Idaho Stakeholder Bias & Sensitivity Meeting
Thursday, September 7, 2017

Results – Items & Passage Moving to Round 2

• Math = 0 Items
• ELA = 2 Items
  – One discrete
  – One associated to...
• ELA = 1 Passage
Round 2 Process

- Individual Review of ALL items and passage in Content Rater
  - Vote & Record Notes on the items and passage
  - Bias & Sensitivity: Meets Criteria: Yes or No (Items)
  - General Comments (Passage)
  - Do Not Submit

- Small Group Review of ALL items and passage
  - Share your Opinions on the Items & Passages
  - Identifying Specific Guidelines IF Not Met

- Individual Voting of ALL items and passage in Content Rater
  - Submit Batches when done

Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2 > 1/3 Total Number of Reviewers
Answer ‘No’ to ‘Meets Criteria’ Question (7 of 22)
Reviewing PASSAGES Batch

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<td>Reading the text and answering the</td>
<td>SBAC Field Test Content Rater</td>
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Results – Item Moving to Round 3

• ELA = 1 Item
  – ITS ID 12557

Round 3 Process

• Display ELA Item on Projector
• Large Group Discussion
• Individual Vote on 3x5 Note Card
  – YES = Meets Bias & Sensitivity Criteria
  – NO = Does NOT Meet Bias & Sensitivity Criteria
• Tally and Announce the Results
Round 3 Process

- Display ELA Item on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Item & Repeat Process

Round 3 Process

- Display ELA Passage on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Passage & Repeat Process
Idaho Stakeholder Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3
≥ 2/3 Total
Number of Reviewers (14 People) Answer ‘No’ to ‘Meets Criteria’ Question

Recommend Rejection to BoE

Clicker Instructions

• Press “Ch” (Channel)
• Press “4/D”
• Press “1/A”
• Press “Ch” (Channel) Again
• Press “1/A” or “2/B” to vote
  – 1/A. Yes = Meets Bias & Sensitivity Criteria
  – 2/B. No = Does NOT Meet Bias & Sensitivity Criteria