

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

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

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

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

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BOARD ACTION

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

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STATE DEPARTMENT OF EDUCATION

OCTOBER 18, 2017

Public School Foundation Program

	APPROPRIATION 2017-2018			REQUEST 2018-2019			\$ CHANGE			% CHANGE		
	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
1 REVENUES												
a. General Fund	\$1,674,895,400	\$10,366,800	\$1,685,262,200	\$1,788,497,900	\$10,617,900	\$1,799,115,800	\$113,602,500	\$251,100	\$113,853,600	6.8%	2.4%	6.8%
STATE DEDICATED REVENUE												
b. Endowment / Lands	\$47,049,600	\$184,800	\$47,234,400	\$50,325,600	\$191,800	\$50,517,400	\$3,276,000	\$7,000	\$3,283,000	7.0%	3.8%	7.0%
c. Miscellaneous	9,000,000	109,200	9,109,200	5,000,000	109,200	5,109,200	(4,000,000)	0	(4,000,000)	-44.4%	0.0%	-43.9%
d. Lottery Dividend	18,075,000	0	18,075,000	18,562,500	0	18,562,500	487,500	0	487,500	2.7%	NA	2.7%
e. Bond Levy Equalization Fund	13,194,200	0	13,194,200	12,796,700	0	12,796,700	(397,500)	0	(397,500)	-3.0%	NA	-3.0%
f. Cigarette and Lottery Taxes	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
TOTAL STATE DEDICATED REVENUE	\$91,343,700	\$294,000	\$91,637,700	\$90,709,700	\$301,000	\$91,010,700	(\$634,000)	\$7,000	(\$627,000)	-0.7%	2.4%	-0.7%
TOTAL STATE REVENUES	\$1,766,239,100	\$10,660,800	\$1,776,899,900	\$1,879,207,600	\$10,918,900	\$1,890,126,500	\$112,968,500	\$258,100	\$113,226,600	6.4%	2.4%	6.4%
g. FEDERAL REVENUES	\$264,115,000	\$223,500	\$264,338,500	\$264,115,000	\$223,500	\$264,338,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL REVENUES	\$2,030,354,100	\$10,884,300	\$2,041,238,400	\$2,143,322,600	\$11,142,400	\$2,154,465,000	\$112,968,500	\$258,100	\$113,226,600	5.6%	2.4%	5.5%
2 STATUTORY EXPENDITURES												
a. Transportation	\$71,643,800	\$0	\$71,643,800	\$73,900,400	\$0	\$73,900,400	\$2,256,600	\$0	\$2,256,600	3.1%	NA	3.1%
b. Border Contracts	1,200,000	0	1,200,000	1,200,000	0	1,200,000	0	0	0	0.0%	NA	0.0%
c. Exceptional Contracts and Tuition Equivalents	5,390,900	0	5,390,900	5,390,900	0	5,390,900	0	0	0	0.0%	NA	0.0%
d. Salary-based Apportionment (Administrators, Classified)	195,929,000	0	195,929,000	205,950,200	0	205,950,200	10,021,200	0	10,021,200	5.1%	NA	5.1%
e. Employer's Benefit Obligations (Administrators, Classified)	36,834,700	0	36,834,700	39,913,200	0	39,913,200	3,078,500	0	3,078,500	8.4%	NA	8.4%
f. Career Ladder Salaries	726,236,400	0	726,236,400	761,566,200	0	761,566,200	35,329,800	0	35,329,800	4.9%	NA	4.9%
g. Career Ladder Employer's Benefit Obligations	136,532,400	0	136,532,400	147,591,500	0	147,591,500	11,059,100	0	11,059,100	8.1%	NA	8.1%
h. Leadership Premiums	17,401,600	0	17,401,600	17,773,600	0	17,773,600	372,000	0	372,000	2.1%	NA	2.1%
i. Teacher Incentive Award (Nat'l Bd Cert)	90,000	0	90,000	90,000	0	90,000	0	0	0	0.0%	NA	0.0%
j. Idaho Safe and Drug-Free Schools	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
k. Bond Levy Equalization Support Program	20,500,000	0	20,500,000	25,399,800	0	25,399,800	4,899,800	0	4,899,800	23.9%	NA	23.9%
l. Charter School Facilities	6,084,100	0	6,084,100	7,893,700	0	7,893,700	1,809,600	0	1,809,600	29.7%	NA	29.7%
m. Idaho Digital Learning Academy	9,122,000	0	9,122,000	9,845,100	0	9,845,100	723,100	0	723,100	7.9%	NA	7.9%
n. School Facilities Funding (lottery)	18,075,000	0	18,075,000	18,562,500	0	18,562,500	487,500	0	487,500	2.7%	NA	2.7%
o. School Facilities Maintenance Match	3,827,500	0	3,827,500	3,905,000	0	3,905,000	77,500	0	77,500	2.0%	NA	2.0%
p. Advanced Opportunities	7,000,000	0	7,000,000	15,000,000	0	15,000,000	8,000,000	0	8,000,000	114.3%	NA	114.3%
q. Math and Science Requirement	5,478,100	0	5,478,100	5,930,000	0	5,930,000	451,900	0	451,900	8.2%	NA	8.2%
r. Continuous Improvement Plans and Training	652,000	0	652,000	652,000	0	652,000	0	0	0	0.0%	NA	0.0%
s. Mastery-Based Education	1,400,000	0	1,400,000	2,800,000	0	2,800,000	1,400,000	0	1,400,000	100.0%	NA	100.0%
t. Online Class Portal	150,000	0	150,000	150,000	0	150,000	0	0	0	0.0%	NA	0.0%
u. College and Career Advisors and Student Mentors	7,000,000	0	7,000,000	9,000,000	0	9,000,000	2,000,000	0	2,000,000	28.6%	NA	28.6%
v. Literacy Intervention	11,416,200	0	11,416,200	11,850,000	0	11,850,000	433,800	0	433,800	3.8%	NA	3.8%
w. Innovation Schools	100,000	0	100,000	100,000	0	100,000	0	0	0	0.0%	NA	0.0%
3 NON-STATUTORY EXPENDITURES												
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	28,142,000	0	28,142,000	36,795,000	0	36,795,000	8,653,000	0	8,653,000	30.7%	NA	30.7%
b. IT Staffing	7,500,000	0	7,500,000	7,500,000	0	7,500,000	0	0	0	0.0%	NA	0.0%
c. Student Achievement Assessments	1,758,500	0	1,758,500	3,100,000	0	3,100,000	1,341,500	0	1,341,500	76.3%	NA	76.3%
d. Math Initiative	1,817,800	0	1,817,800	1,817,800	0	1,817,800	0	0	0	0.0%	NA	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	0	5,456,300	5,456,300	0	5,456,300	0	0	0	0.0%	NA	0.0%
f. Limited English Proficient (LEP)	3,870,000	0	3,870,000	4,870,000	0	4,870,000	1,000,000	0	1,000,000	25.8%	NA	25.8%
g. Professional Development (Idaho Core, District Funding, G/T)	20,950,000	0	20,950,000	21,200,000	0	21,200,000	250,000	0	250,000	1.2%	NA	1.2%
h. Content and Curriculum	5,050,000	0	5,050,000	5,350,000	0	5,350,000	300,000	0	300,000	5.9%	NA	5.9%
4 FEDERAL EXPENDITURES	264,115,000	0	264,115,000	264,115,000	0	264,115,000	0	0	0	0.0%	NA	0.0%
5 IDAHO EDUCATIONAL SERVICES FOR THE DEAF & THE BLIND												
a. Campus	0	6,921,100	6,921,100	0	7,092,500	7,092,500	0	171,400	171,400	NA	2.5%	2.5%
b. Outreach	0	3,963,200	3,963,200	0	4,049,900	4,049,900	0	86,700	86,700	NA	2.2%	2.2%
TOTAL EXPENDITURES	\$1,624,748,200	\$10,884,300	\$1,635,632,500	\$1,718,693,100	\$11,142,400	\$1,729,835,500	\$93,944,900	\$258,100	\$94,203,000	5.8%	2.4%	5.8%
6 PUBLIC EDUCATION STABILIZATION FUNDS	\$0			\$0			\$0			NA		
7 NET STATE FUNDING	\$405,605,900			\$424,629,500			\$19,023,600			4.7%		
8 SUPPORT UNITS	15,164			15,339			175			1.2%		
9 DISTRIBUTION FACTOR (Includes \$300 for Safe Environment Provisions)	\$26,748			\$27,683			\$935			3.5%		

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STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017
Public School Foundation Program

(excludes IESDB)

	Appropriation 2017-2018	Request 2018-2019	\$ Change	% Change
1 REVENUES				
a. General Fund	\$1,674,895,400	\$1,788,497,900	\$113,602,500	6.8%
STATE DEDICATED REVENUE				
b. Endowment / Lands	\$47,049,600	\$50,325,600	\$3,276,000	7.0%
c. Miscellaneous	9,000,000	5,000,000	(4,000,000)	-44.4%
d. Lottery Dividend	18,075,000	18,562,500	487,500	2.7%
e. Bond Levy Equalization Fund	13,194,200	12,796,700	(397,500)	-3.0%
f. Cigarette and Lottery Taxes	4,024,900	4,024,900	0	0.0%
TOTAL STATE DEDICATED REVENUE	\$91,343,700	\$90,709,700	(\$634,000)	-0.7%
TOTAL STATE REVENUES	\$1,766,239,100	\$1,879,207,600	\$112,968,500	6.4%
g. FEDERAL REVENUES	\$264,115,000	\$264,115,000	\$0	0.0%
TOTAL REVENUES	\$2,030,354,100	\$2,143,322,600	\$112,968,500	5.6%
2 STATUTORY EXPENDITURES				
a. Transportation	\$71,643,800	\$73,900,400	\$2,256,600	3.1%
b. Border Contracts	1,200,000	1,200,000	0	0.0%
c. Exceptional Contracts and Tuition Equivalents	5,390,900	5,390,900	0	0.0%
d. Salary-based Apportionment (Administrators, Classified)	195,929,000	205,950,200	10,021,200	5.1%
e. Employer's Benefit Obligations (Administrators, Classified)	36,834,700	39,913,200	3,078,500	8.4%
f. Career Ladder Salaries	726,236,400	761,566,200	35,329,800	4.9%
g. Career Ladder Employer's Benefit Obligations	136,532,400	147,591,500	11,059,100	8.1%
h. Leadership Premiums	17,401,600	17,773,600	372,000	2.1%
i. Teacher Incentive Award (Nat'l Bd Cert)	90,000	90,000	0	0.0%
j. Idaho Safe and Drug-Free Schools	4,024,900	4,024,900	0	0.0%
k. Bond Levy Equalization Support Program	20,500,000	25,399,800	4,899,800	23.9%
l. Charter School Facilities	6,084,100	7,893,700	1,809,600	29.7%
m. Idaho Digital Learning Academy	9,122,000	9,845,100	723,100	7.9%
n. School Facilities Funding (lottery)	18,075,000	18,562,500	487,500	2.7%
o. School Facilities Maintenance Match	3,827,500	3,905,000	77,500	2.0%
p. Advanced Opportunities	7,000,000	15,000,000	8,000,000	114.3%
q. Math and Science Requirement	5,478,100	5,930,000	451,900	8.2%
r. Continuous Improvement Plans and Training	652,000	652,000	0	0.0%
s. Mastery-Based Education	1,400,000	2,800,000	1,400,000	100.0%
t. Online Class Portal	150,000	150,000	0	0.0%
u. College and Career Advisors and Student Mentors	7,000,000	9,000,000	2,000,000	28.6%
v. Literacy Intervention	11,416,200	11,850,000	433,800	3.8%
w. Innovation Schools	100,000	100,000	0	0.0%
3 NON-STATUTORY EXPENDITURES				
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	28,142,000	36,795,000	8,653,000	30.7%
b. IT Staffing	7,500,000	7,500,000	0	0.0%
c. Student Achievement Assessments	1,758,500	3,100,000	1,341,500	76.3%
d. Math Initiative	1,817,800	1,817,800	0	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	5,456,300	0	0.0%
f. Limited English Proficient (LEP)	3,870,000	4,870,000	1,000,000	25.8%
g. Professional Development (Reading Coaches, District Funding, G/T)	20,950,000	21,200,000	250,000	1.2%
h. Content and Curriculum	5,050,000	5,350,000	300,000	5.9%
4 FEDERAL EXPENDITURES	264,115,000	264,115,000	0	0.0%
TOTAL EXPENDITURES	\$1,624,748,200	\$1,718,693,100	\$93,944,900	5.8%
5 PUBLIC EDUCATION STABILIZATION FUNDS	\$0	\$0	\$0	NA
6 NET STATE FUNDING	\$405,605,900	\$424,629,500	\$19,023,600	4.7%
7 SUPPORT UNITS	15,164	15,339	175	1.2%
8 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$26,748	\$27,683	\$935	3.5%

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

**FY 2019 Public School Budget
Superintendent's Request
(excludes IESDB)**

1.	FY 2018 General Fund Appropriation		\$1,674,895,400	
2.	Base Adjustments / Transfers			
a.	Endowment / Lands increased revenue (from \$47,049,600 to \$50,325,600)		-\$3,276,000	-0.20%
b.	Removal of One-Time Expenditures (statewide Wi-Fi services)		-2,142,000	-0.13%
	Total Base Adjustments		-\$5,418,000	-0.32%
3.	Statutory / Maintenance Increases (Decreases)			
a.	Advanced Opportunities (from \$7,000,000 to \$15,000,000)		\$8,000,000	0.48%
b.	PERSI Employer Rate Increase (from 11.32% to 11.94%)		5,884,700	0.35%
c.	Bond Levy Equalization Support Program (from \$7,305,800 to \$12,603,100)		5,297,300	0.32%
d.	Operational Increase - Increase of 175 Best 28 week support units (from 15,164 to 15,339)		4,680,900	0.28%
e.	Replace \$3 million one-time and \$1 million ongoing miscellaneous revenue to maintain discretionary funds		4,000,000	0.24%
f.	Salary and Benefit Apportionment (Administrators, Classified) - Increase of 165 mid-term support units (from 15,239 to 15,404)		2,521,400	0.15%
g.	Transportation (from \$71,643,800 to \$73,900,400)		2,256,600	0.13%
h.	Charter School Facilities (from \$6,084,100 to \$7,893,700)		1,809,600	0.11%
i.	IDLA (from \$9,122,000 to \$9,845,100)		723,100	0.04%
j.	Math and Science Requirement (from \$5,478,100 to \$5,930,000)		451,900	0.03%
k.	Leadership Awards / Premiums - Growth (FTE) (from 17,208 to 17,576)		372,000	0.02%
l.	School Facilities Maintenance Match (from \$3,827,500 to \$3,905,000)		77,500	0.00%
m.	Salary and Benefit Apportionment - Administrators Experience and Education Index, Small District Staff Allowance		-520,400	-0.03%
	Total Statutory / Maintenance Increases		\$35,554,600	2.12%
4.	Statutory / Maintenance Increases (Decreases) (Governor's Task Force)	#		
a.	Career Ladder (Instructional and Pupil Service Staff)	12.	\$41,667,200	2.49%
	Total Statutory / Maintenance Increases (Decreases) (Governor's Task Force)		\$41,667,200	2.49%
5.	Division of Financial Management Directives			
a.	Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)		\$2,346,400	0.14%
	Total Division of Financial Management Directives		\$2,346,400	0.14%
6.	Line Item Requests (Governor's Task Force)	#		
a.	Technology (Classroom) (from \$26,000,000 to \$36,000,000)	10.	\$10,000,000	0.60%
b.	College and Career Advisors and Student Mentors (from \$7,000,000 to \$9,000,000)	4.	2,000,000	0.12%
c.	Mastery-Based Education (from \$1,400,000 to \$2,800,000)	1.	1,400,000	0.08%
d.	Statewide Wi-Fi Services (one-time)	9.	795,000	0.05%
e.	Literacy Intervention (from \$11,416,200 to \$11,850,000)	3.	433,800	0.03%
f.	Professional Development (from \$20,950,000 to \$21,200,000)	16.	250,000	0.01%
	Total Line Item Requests (Governor's Task Force)		\$14,878,800	0.89%
7.	Line Item Requests (Other)			
a.	Discretionary Increase (Health Insurance, from \$11,242 to \$11,712, 4.18% increase)		\$7,209,300	0.43%
b.	Discretionary Increase (Other, from \$15,506 to \$15,971, 3.0% increase)		7,133,400	0.43%
c.	Additional 4% - Classified (including 1% DFM directive, increases base salary from \$21,034 to \$22,086)		5,780,700	0.35%
d.	Additional 2% - Administration (including 1% DFM directive, increases base salary from \$35,132 to \$36,186)		1,808,600	0.11%
e.	Student Achievement Assessment [from \$1,758,500 to \$3,100,000 (\$841,500 one-time)]		1,341,500	0.08%
f.	LEP Distribution (from \$3,870,000 to \$4,870,000)		1,000,000	0.06%
g.	Content and Curriculum (from \$5,050,000 to \$5,350,000)		300,000	0.02%
	Total Line Item Requests (Other)		\$24,573,500	1.47%
8.	FY 2019 General Fund Requested Increase		\$113,602,500	6.78%
9.	FY 2019 General Fund Total Request		\$1,788,497,900	

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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.

← → 🔒 apps2.sde.idaho.gov ↻ 📄 🌟

21st CCLC »

ADEA »

AdvOps Reimbursement »

CNP Direct Certification »

GRA »

IDCI »

OTIS »

TCA (and BIC) »

SRM Production »

SRM Test »

Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

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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



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

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



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

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



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

Available on any device



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

Grade	ISIP Subtest	Legacy IRI Subtest
Kindergarten	Letter Knowledge Phonemic Awareness Listening Comprehension Vocabulary	Letter Naming Fluency* Letter Sound Fluency
1 st	Letter Knowledge Phonemic Awareness Alphabetic Decoding Vocabulary Comprehension Spelling Text Fluency	Letter Sound Fluency* Reading Fluency
2 nd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency
3 rd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency



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

ISIP Kindergarten Fall 2017

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



A comparison

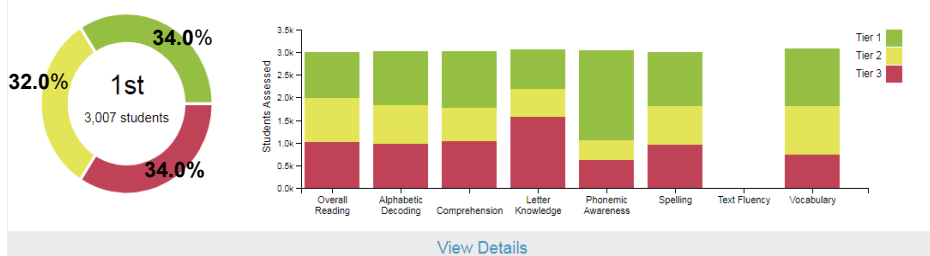
Score	Legacy (19,824)	ISIP (2676)
Intensive	22.24%	36.9%
Strategic	26.66%	27.6%
Benchmark	51.10%	36.5%



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

ISIP 1st grade Fall 2017

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



A comparison

Score	Legacy (20,780)	ISIP (3,007)
Intensive	16.74%	36.9%
Strategic	21.05%	27.6%
Benchmark	62.20%	36.5%



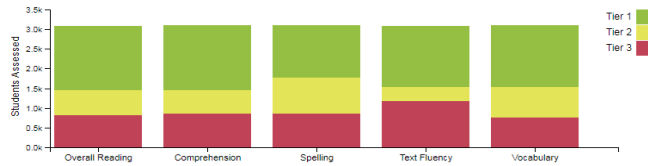
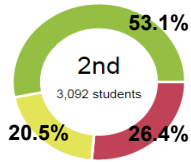
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STATE DEPARTMENT OF EDUCATION

OCTOBER 18, 2017

ISIP 2nd grade Fall 2017

Assessment Metrics: Results by Grade for ISIP Reading in September for 2nd



[View Details](#)

A comparison

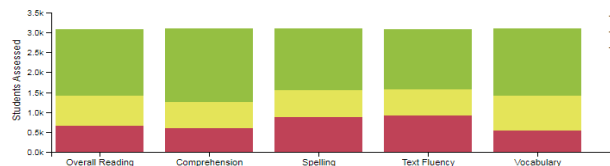
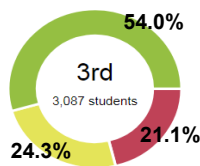
Score	Legacy (21,404)	ISIP (3,092)
Intensive	21.08%	26.4%
Strategic	23.42%	20.5%
Benchmark	55.51%	53.1%



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ISIP 3rd grade Fall 2017

Assessment Metrics: Results by Grade for ISIP Reading in September for 3rd



[View Details](#)

A comparison

Score	Legacy (22,194)	ISIP (3,087)
Intensive	14.58%	24.3%
Strategic	20.92%	21.1%
Benchmark	64.50%	54.0%



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE
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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

Most Popular Curriculum, Assessment, Usage, and Intervention Reports



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SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

Questions?



Parent Education Resource Center (PERC)



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Parent Education Resource Center | 1

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.

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Parent Education Resource Center | 2

Parent Education Resource Center (PERC)



- 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.

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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

Page 3

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

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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.

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**Elementary Schools Approved to
Operate with Less than 10 ADA
2017-2018**

#	District Name	Bldg. #	Building Name	Estimated Enrollment	Superintendent
71	Garden Valley	398	LOWMAN ELEMENTARY SCHOOL	3	Greg Alexander Peter
181	Challis	486	STANLEY ELEM-JR HIGH SCHOOL	9	McPherson
191	Prairie	491	PRAIRIE ELEM-JR HIGH SCHOOL	3	Elaine Faddis
	Mountain				
193	Home	517	PINE ELEM-JR HIGH SCHOOL	2	James Gilbert
244	Mountain View	1287	ELK CITY PUBLIC SCHOOL	5	Marcus Scheibe
351	Oneida	797	STONE ELEMENTARY SCHOOL	8	Rich Moore
151	Cassia County	468	ALMO ELEMENTARY SCHOOL	9	Gaylen L Smyer
416	Three Creek	835	THREE CREEK ELEM-JR HI SCHOOL	7	Dena Pollock

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STATE DEPARTMENT OF EDUCATION
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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.

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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

Page 5

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

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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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**STATE DEPARTMENT OF EDUCATION
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**IDAPA 08
TITLE 02
CHAPTER 03**

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

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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

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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 anReceiving special education services through a current Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved teststhe 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) atTransferring from out of state to an Idaho high school after the fall statewide administration of the college entrance examin grade twelve (12). (4-1-15)()

d. 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. ()

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

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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)

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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:

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- 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	Page 5
Attachment 2 – Idaho English Language Proficiency Assessment Achievement Standards	Page 8

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.

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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 _____

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**STATE DEPARTMENT OF EDUCATION
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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

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

001. TITLE AND SCOPE.

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

02. Scope. These rules shall govern the thorough education of all public school students in Idaho.
(4-5-00)

002. WRITTEN INTERPRETATIONS.

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

003. ADMINISTRATIVE APPEALS.

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

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i. Dance, as revised and adopted on August 11, 2016; (3-24-17)

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

0405. 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)

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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)T

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)

0910. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

ELPA Performance Definitions* - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

Discourse Dimension		Sentence Dimension		Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions		Vocabulary Usage
Level 6 - Reading				
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.				
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...				
Level 5 Bridging	<ul style="list-style-type: none">Rich descriptive discourse with complex sentencesCohesive and organized, related ideas across content areas	<ul style="list-style-type: none">A variety of complex grammatical structuresSentence patterns characteristic of particular content areas	<ul style="list-style-type: none">Technical and abstract content-area languageWords and expressions with shades of meaning across content areas	
Level 4 Expanding	<ul style="list-style-type: none">Connected discourse with a variety of sentencesExpanded related ideas characteristic of particular content areas	<ul style="list-style-type: none">Complex grammatical structuresA broad range of sentence patterns characteristic of particular content areas	<ul style="list-style-type: none">Specific and some technical content-area languageWords or expressions with multiple meanings across content areas	
Level 3 Developing	<ul style="list-style-type: none">Discourse with a series of extended sentencesRelated ideas specific to particular content areas	<ul style="list-style-type: none">Compound and some complex grammatical constructionsSentence patterns across content areas	<ul style="list-style-type: none">Specific content-area language and expressionsWords and expressions with common collocations and idioms across content areas	
Level 2 Emerging	<ul style="list-style-type: none">Multiple related simple sentencesAn idea with details	<ul style="list-style-type: none">Compound grammatical structuresRepetitive phrasal and sentence patterns across content areas	<ul style="list-style-type: none">General content words and expressions, including cognatesSocial and instructional words and expressions across content areas	
Level 1 Entering	<ul style="list-style-type: none">Single statements or questionsAn idea within words, phrases, or chunks of language	<ul style="list-style-type: none">Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)Common social and instructional forms and patterns	<ul style="list-style-type: none">General content-related wordsEveryday social, instructional and some content-related words and phrases	

*WIDA Consortium

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

Within sociocultural contexts for language use...

Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
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...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

*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:

6 Reaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 with sensory, graphic, or interactive support 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

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**Idaho English Language Proficiency Assessment Achievement
Standards**

WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Reading					
	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
K	100-240	241-258	259-278	279-288	289-309	310-600
1	100-263	264-285	286-303	304-314	315-333	334-600
2	100-282	283-306	307-325	326-336	337-354	355-600
3	100-296	297-322	323-341	342-351	352-369	370-600
4	100-306	307-334	335-353	354-363	364-381	382-600
5	100-315	316-344	345-363	364-372	373-390	391-600
6	100-322	323-352	353-372	373-381	382-398	399-600
7	100-328	329-359	360-379	380-388	389-405	406-600
8	100-334	335-365	366-385	386-394	395-411	412-600
9	100-339	340-371	372-391	392-400	401-417	418-600
10	100-343	344-376	377-396	397-405	406-422	423-600
11	100-347	348-381	382-401	402-409	410-426	427-600
12	100-351	352-385	386-406	407-413	414-431	432-600

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WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Listening					
	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
K	100-228	229-250	251-277	278-285	286-307	308-600
1	100-235	236-258	259-290	291-302	303-326	327-600
2	100-244	245-282	283-313	314-329	330-353	354-600
3	100-261	262-299	300-330	331-348	349-373	374-600
4	100-274	275-312	313-342	343-362	363-387	388-600
5	100-284	285-322	323-353	354-374	375-400	401-600
6	100-293	294-331	332-362	363-384	385-410	411-600
7	100-301	302-339	340-369	370-393	394-419	420-600
8	100-307	308-346	347-376	377-401	402-426	427-600
9	100-313	314-352	353-382	383-408	409-433	434-600
10	100-324	325-357	358-388	389-414	415-440	441-600
11	100-334	335-363	364-393	394-419	420-446	447-600
12	100-341	342-367	368-397	398-425	426-451	452-600

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WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Speaking					
	1	2	3	4	5	6
	Entering	Beginning	Developing	Expanding	Bridging	Reaching
K	100-190	191-249	250-300	301-348	349-391	392-600
1	100-204	205-260	261-310	311-360	361-402	403-600
2	100-219	220-272	273-321	322-373	374-414	415-600
3	100-233	234-282	283-331	332-385	386-424	425-600
4	100-245	246-292	293-341	342-396	397-434	435-600
5	100-257	258-301	302-349	350-406	407-442	443-600
6	100-267	268-309	310-359	360-416	417-450	451-600
7	100-276	277-316	317-368	369-424	425-456	457-600
8	100-283	284-322	323-376	377-432	433-462	463-600
9	100-289	290-327	328-384	385-439	440-467	468-600
10	100-294	295-332	333-392	393-445	446-470	471-600
11	100-298	299-336	337-399	400-450	451-473	474-600
12	100-301	302-339	340-405	406-454	455-475	476-600

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WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels:: Writing					
	1	2	3	4	5	6
	Entering	Beginning	Developing	Expanding	Bridging	Reaching
K	100-233	234-270	271-310	311-366	367-388	389-600
1	100-237	238-274	275-336	337-381	382-404	405-600
2	100-241	242-278	279-340	341-387	388-410	411-600
3	100-246	247-282	283-345	346-393	394-417	418-600
4	100-265	266-287	288-350	351-400	401-424	425-600
5	100-266	267-292	293-355	356-406	407-432	433-600
6	100-267	268-297	298-360	361-412	413-440	441-600
7	100-272	273-304	305-366	367-418	419-449	450-600
8	100-280	281-310	311-371	372-423	424-458	459-600
9	100-288	289-318	319-377	378-429	430-468	469-600
10	100-297	298-325	326-384	385-435	436-478	479-600
11	100-307	308-334	335-390	391-440	441-489	490-600
12	100-317	318-343	344-397	398-446	447-500	501-600

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WIDA Cut Scores & Proficiency Levels Per Domain and Grade:

Grade	WIDA Cut Scores & Proficiency Levels: Overall					
	1	2	3	4	5	6
	Entering	Beginning	Developing	Expanding	Bridging	Reaching
K	100-228	229-260	261-292	293-324	325-349	350-600
1	100-241	242-273	274-314	315-343	344-367	368-600
2	100-253	254-288	289-328	329-358	359-382	383-600
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4	100-278	279-308	309-349	350-381	382-405	406-600
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7	100-287	298-330	331-371	372-405	406-430	431-600
8	100-303	304-336	337-377	378-411	412-437	438-600
9	100-310	311-343	344-384	385-417	418-445	446-600
10	100-317	318-349	350-390	391-423	424-452	453-600
11	100-324	325-355	356-396	397-428	429-458	459-600
12	100-330	331-361	362-401	402-433	434-465	466-600

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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

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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 Page 5

Attachment 2 – Idaho Alternate Assessment Achievement Standards,
Performance Level Descriptors Page 8

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

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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 page 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 _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.

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

001. TITLE AND SCOPE.

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

02. Scope. These rules shall govern the thorough education of all public school students in Idaho.
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(3-15-02)

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 - 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)T
- 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)

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07. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on ~~September 3, 2015~~ **October 18, 2017**. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (~~10-20-16~~____)T

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

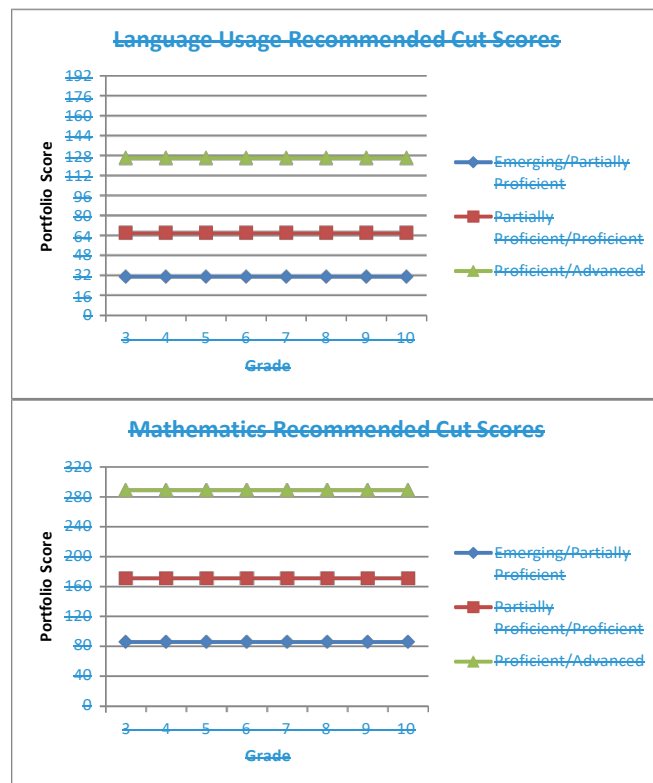
09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (4-2-08)

10. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on November 28, 2016. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (3-29-17)

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Table 1. Recommended Cut Scores

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



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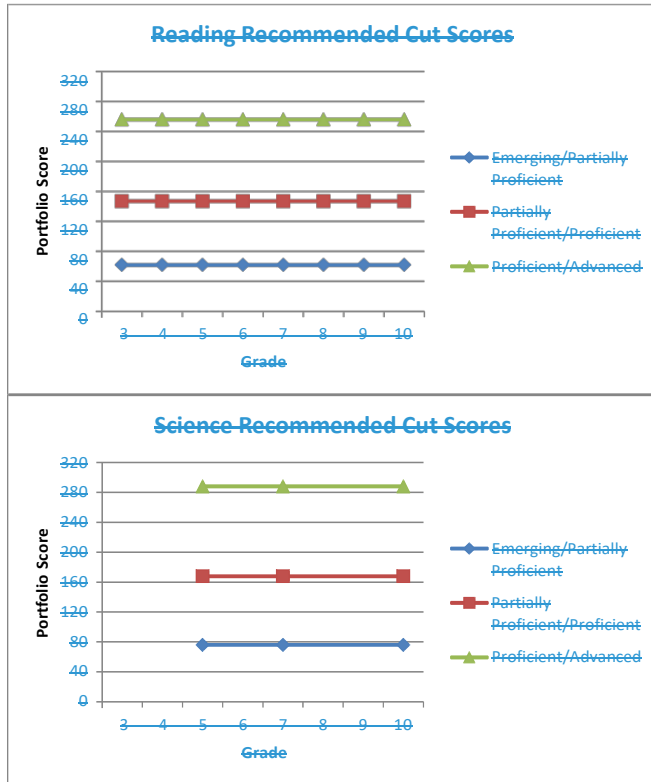


Figure 1. Recommended Cut Scores

ISAT-Ait Performance Level Descriptors

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

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

~~ISAT-Ait Performance Level Descriptors~~

~~Content Area: Reading~~

~~Grade Level: Grade 5~~

~~Advanced~~

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

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

~~Proficient~~

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

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

~~Partially Proficient~~

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

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

~~Emerging~~

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Reading

Grade Level: Grade 6

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

~~ISAT-Ait Performance Level Descriptors~~

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

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

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

~~Proficient~~

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

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

~~Partially Proficient~~

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

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

~~Emerging~~

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

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

~~ISAT-Ait Performance Level Descriptors~~

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

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

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

~~Proficient~~

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

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

~~Partially Proficient~~

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

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

~~Emerging~~

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

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

~~ISAT-Alt Performance Level Descriptors~~

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

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

ISAT-Alt Performance Level Descriptors

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

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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~~ISAT-Ait 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.~~

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ISAT-Ait 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~~

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

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

ISAT-Ait Performance Level Descriptors

Content Area: Language Usage

Grade Level: Grade 8

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

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~~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.~~

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ISAT-Ait 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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 3

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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- ~~o 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.~~
- ~~o 5.2 Collect, Organize, and Display Data—Organize and display data in bar graphs or circle graphs in order to answer a question.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 4

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 5

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 6

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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

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

**ISAT-Alt Performance Level Descriptors
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

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~~(function) that generated the pattern using rational numbers.~~

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

~~o 5.1 Understand Data Analysis—Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.~~

ISAT-Alt Performance Level Descriptors

Content Area: Mathematics

Grade Level: Grade 9/10

Advanced

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

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

Proficient

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

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

Partially Proficient

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

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

Emerging

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

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

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- ~~○ 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 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~~

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.

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**Table 1
Performance-Level Scale Score Ranges**

<u>Performance Level</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 11</u>
English Language Arts							
<u>Level 4</u>	<u>1251-1290</u>	<u>1258-1290</u>	<u>1256-1290</u>	<u>1253-1290</u>	<u>1255-1290</u>	<u>1250-1290</u>	<u>1255-1290</u>
<u>Level 3</u>	<u>1240-1250</u>	<u>1240-1257</u>	<u>1240-1255</u>	<u>1240-1252</u>	<u>1240-1254</u>	<u>1240-1249</u>	<u>1240-1254</u>
<u>Level 2</u>	<u>1234-1239</u>	<u>1234-1239</u>	<u>1232-1239</u>	<u>1231-1239</u>	<u>1236-1239</u>	<u>1230-1239</u>	<u>1236-1239</u>
<u>Level 1</u>	<u>1200-1233</u>	<u>1200-1233</u>	<u>1200-1231</u>	<u>1200-1230</u>	<u>1200-1235</u>	<u>1200-1229</u>	<u>1200-1235</u>
Mathematics							
<u>Level 4</u>	<u>1254-1290</u>	<u>1251-1290</u>	<u>1255-1290</u>	<u>1249-1290</u>	<u>1254-1290</u>	<u>1249-1290</u>	<u>1249-1290</u>
<u>Level 3</u>	<u>1240-1253</u>	<u>1240-1250</u>	<u>1240-1254</u>	<u>1240-1248</u>	<u>1240-1253</u>	<u>1240-1248</u>	<u>1240-1248</u>
<u>Level 2</u>	<u>1236-1239</u>	<u>1233-1239</u>	<u>1231-1239</u>	<u>1234-1239</u>	<u>1232-1239</u>	<u>1234-1239</u>	<u>1234-1239</u>
<u>Level 1</u>	<u>1200-1235</u>	<u>1200-1232</u>	<u>1200-1230</u>	<u>1200-1233</u>	<u>1200-1231</u>	<u>1200-1233</u>	<u>1200-1233</u>

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

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

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English Language Arts

Grade 3 ELA Performance Level Descriptors

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

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Grade 4 ELA Performance Level Descriptors

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

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Grade 5 ELA Performance Level Descriptors

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

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Grade 6 ELA Performance Level Descriptors

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

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Grade 7 ELA Performance Level Descriptors

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

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Grade 8 ELA Performance Level Descriptors

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

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Grade 11 ELA Performance Level Descriptors

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

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OCTOBER 18, 2017**

Grade 3 Mathematics Performance Level Descriptors

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

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Grade 4 Mathematics Performance Level Descriptors

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

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Grade 5 Mathematics Performance Level Descriptors

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

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Grade 6 Mathematics Performance Level Descriptors

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

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Grade 7 Mathematics Performance Level Descriptors

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

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Grade 8 Mathematics Performance Level Descriptors

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

**STATE DEPARTMENT OF EDUCATION
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Grade 11 Mathematics Performance Level Descriptors

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

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

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.

**STATE DEPARTMENT OF EDUCATION
OCTOBER 18, 2017**

ATTACHMENTS

Attachment 1 – 2017 Bias and Sensitivity Committee Report	Page 3
Attachment 2 – Idaho Bias and Sensitivity Review	Page 12
Attachment 3 – LABS Guidelines Handout	Page 32
Attachment 4 – Content Rater and Rules	Page 34

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. Publically 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

STATE DEPARTMENT OF EDUCATION
SEPTEMBER 15, 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 2/3^{rds} 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.

Figure 1. Content Rater Interface

The screenshot displays the 'AIR Item Tracking System' interface. At the top, it shows the user is logged in as 'Kayla Convery (Item Content Validation Rater)'. The main header includes the 'AIR' logo and 'SBAC Field Test'. Below the header, there are tabs for 'Home' and 'Content Rater'. The current view is 'Item 19993 in Batch ELA Batch 1 (ID: 400)'. The interface is divided into two main sections: 'Item Rating Questions' on the left and 'Item Overview' on the right. The 'Item Rating Questions' section contains a question '1 : Bias and Sensitivity: Meets Criteria' with radio buttons for 'Yes' and 'No', a 'Comment:' field, and a 'General Comment: optional' field. There are 'Save', 'Reset', 'Return to list', and 'Next Item' buttons at the bottom of this section. The 'Item Overview' section contains an 'Item Content Webpreview' area. This area has a dropdown for 'Item 19993', a 'Languages: ENU' dropdown, and a 'Preview Content' button. Below these are navigation buttons: 'Previous', 'Next', 'Item', 'reject', 'Score', 'Item Card', and 'View Attributes'. There are also 'Items:' and 'Back' buttons. At the bottom of the 'Item Overview' section, there is a large blue box with the number '19993' and a small flag icon.

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

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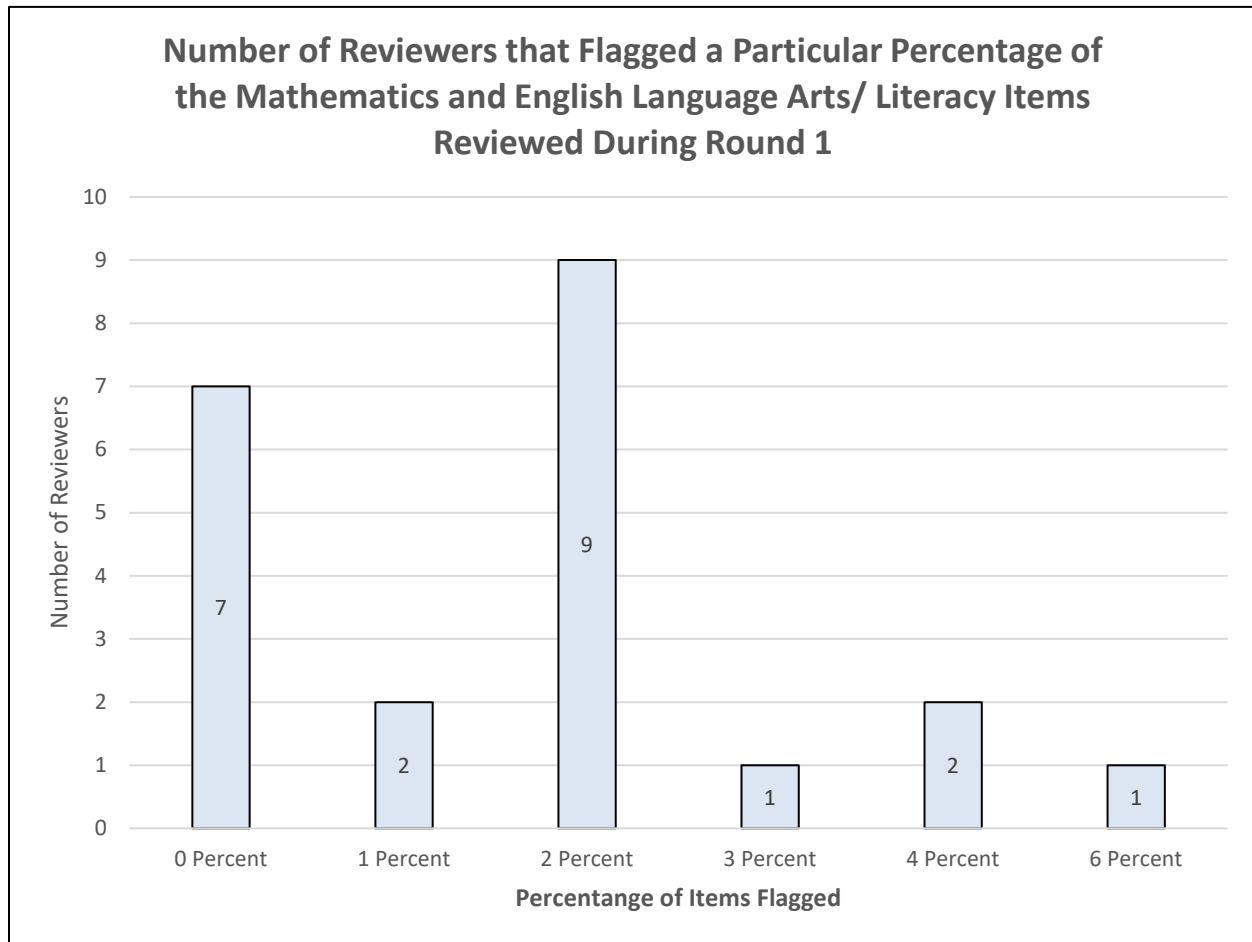
with “Three Flags” meant that three of the committee members answered “No.” As advised by Idaho’s TAC, only the items with two or more flags would move on to Round Two. A detailed summary of results of Round One is given below in Table 1.

Table 1. Results of Round One

	Total Items Reviewed	Number of Items with Zero Flags	Number of Items with One Flag	Number of Items with Two Flags	Number of Items with Three Flags
ELA	541	499	40	1	1
MATH	510	501	9	0	0
TOTAL	1051	1000	49	1	1

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.

Figure 2. Number of Reviewers that Flagged a Particular Percentage of Items



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.

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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

ID BnS Item Review – ELA Round 2 Results

ITS ID	ELA	
	Yes	No
125577	2	20
125990	20	2

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

ID BnS Item Review – ELA Round 3 Results

Item ITS ID	ELA	
	Yes	No
125577	0	22

Final Result

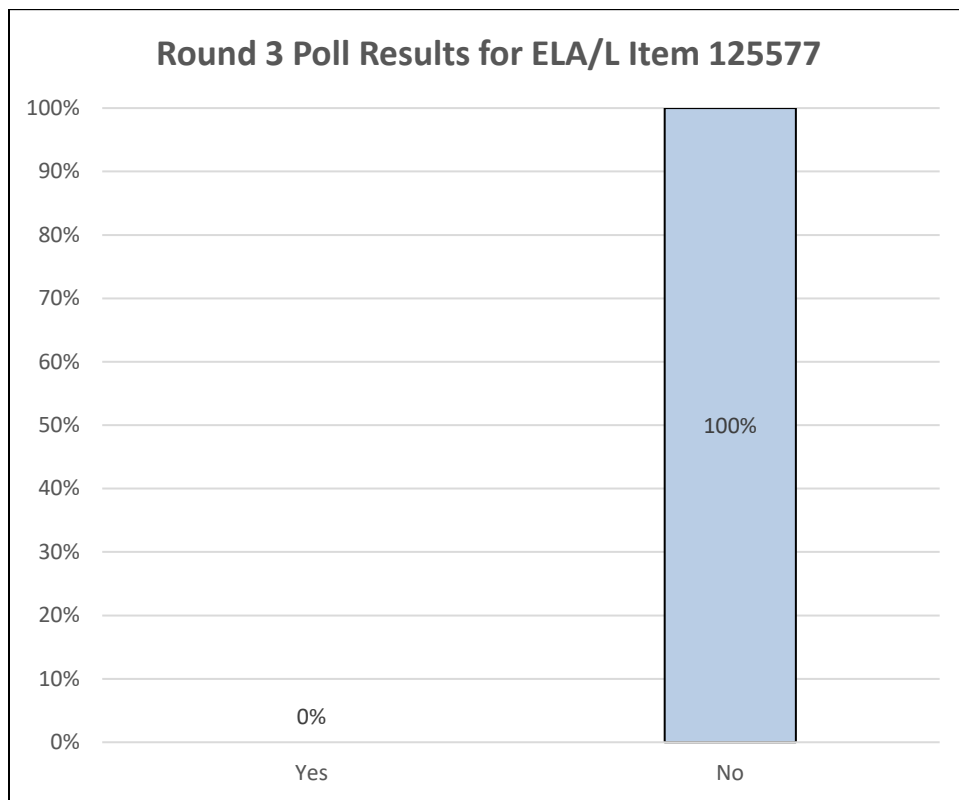
Of the 1,051 items that required review by this committee per Idaho Code § 33-134, one grade 4 ELA/L item was determined as having concerns with Bias or Sensitivity according to a 2/3rd committee vote. This item has been sent to the Idaho State Board of Education for

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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



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

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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 held 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 | • Murder |
| • AIDS/ other STDs | • Nuclear Energy |
| • Animal Rights/ Abuse | • The Occult |
| • Birth Control | • Oppression |
| • Car Accidents | • Politics |
| • Child Abuse | • Racism |
| • Colonialism | • Rape |
| • Death | • Religion |
| • Divorce | • Religious Holidays |
| • Drugs/ Alcohol/ Tobacco | • Sex/ Sexuality |
| • Euthanasia | • Sexual Preference/ Orientation |
| • Gambling | • Slavery |
| • Gangs | • Suicide |
| • Guns/ Gun Control | • Teen Pregnancy |
| • Hate | • Terrorism |
| • Homelessness | • Torture |
| • Hunting | • Violence |
| • Incest | • 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 | • Race relations |
| • Gambling* | • Religion |
| • Politics (Current) | • 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 | • Military topics |
| • Finance | • Politics |
| • Sports | • Science |
| • Law | • Technology |
| • Machinery | • 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

Please Log In:
Enter your username and password to log into the assessment online system. Once you log in, you will automatically be directed to your selected system.

Need More Help?
If you forget your password or need a new password, please use the [Forgot Your Password](#) link to reset it.

Login

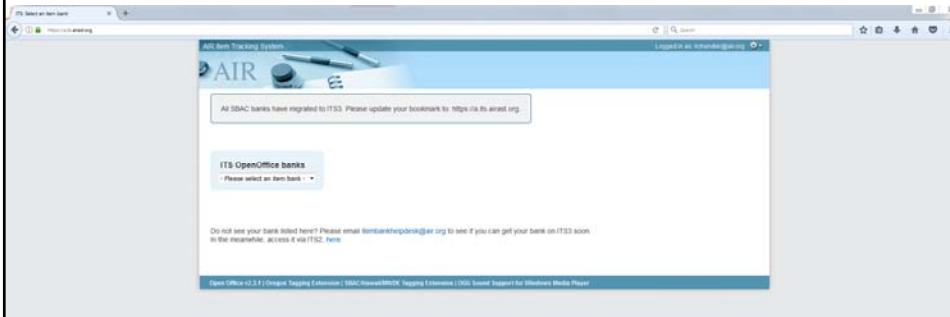
[Forgot Your Password?](#)

Secure Login

First Time Login This School Year?
The password you used during the previous school year has expired.
[Request a new one for this school year.](#)

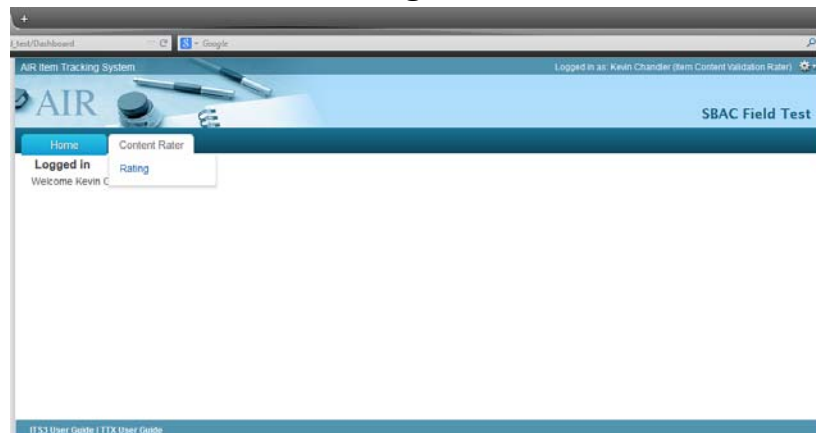
Idaho Stakeholder Bias & Sensitivity Meeting

- 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

The screenshot shows the AIR Item Tracking System interface. The user is logged in as Kevin Chandler (Item Content Validation Rater). The page displays two tables of incomplete batches under the heading 'Incomplete Batches'.

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
31632	Incomplete		
34893	Incomplete		
35969	Incomplete		
36096	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36683	Incomplete		

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25697	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

- Minimize

The screenshot shows the AIR Item Tracking System interface. The user is logged in as Kevin Chandler (Item Content Validation Rater). The page displays two tables of incomplete batches under the heading 'Incomplete Batches'. A red box highlights the minimize button (a small square icon) located to the right of the 'Batch ID' column for both batches.

Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B1	Batch ID: 535
Item ID	Status	Stimulus	Comment
31632	Incomplete		
34893	Incomplete		
35969	Incomplete		
36096	Incomplete		
36129	Incomplete		
36131	Incomplete		
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Start	Submit	Batch Title: Practice_MATH_Nov2015_R1_B2	Batch ID: 536
Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25697	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

- Click Start

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Incomplete Batches

Item ID	Status	Stimulus	Comment
31652	Incomplete		
34893	Incomplete		
35069	Incomplete		
36066	Incomplete		
36129	Incomplete		
36131	Incomplete		
36145	Incomplete		
36483	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional
General Comment on the Item is Optional

Save Reset Return to list

Next Item

Item Rating Question

2. If "Yes" clicked

- General Comments are Optional

Review Score Item Rubric

Items: [dropdown]

Back Next Pause Item Score

Zoom Out Zoom In

31652

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System
Logged in as: Kevin Chandler (Item Content Validation Rater)
SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required
Reason why Item does NOT meet Bias and

General Comment: optional
General Comments are still Optional

Save Reset Return to list

Next Item

31652

Item Rating Question

3. If "No" clicked

- Required Comment Box Appears
- General Comments are still Optional

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System
Logged in as: Kevin Chandler (Item Content Validation Rater)
SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required
Reason why Item does NOT meet Bias and

General Comment: optional
General Comments are still Optional

Save Reset Return to list

Next Item

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

AIR Item Tracking System Logged in as: Kevin Chandler (Item Content Validation Rater)

Item Overview

1. Item Alignment Attributes
2. Can Minimize and Maximize

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 53)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Item Overview

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

Items: [dropdown]

Back Next Pause Item Score

Zoom Out Zoom In

31652

Idaho Stakeholder Bias & Sensitivity Meeting

AIR Item Tracking System Logged in as: Kevin Chandler (Item Content Validation Rater)

Item Content Webpreview

1. Item
2. Score button does work

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 53)

Item Rating Questions

1: Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional

General Comments are still Optional

Save Reset Return to list

Item Overview

Item Content Webpreview

Item 31652 Languages: ENU Preview Content settings

Review Score Item Rubric

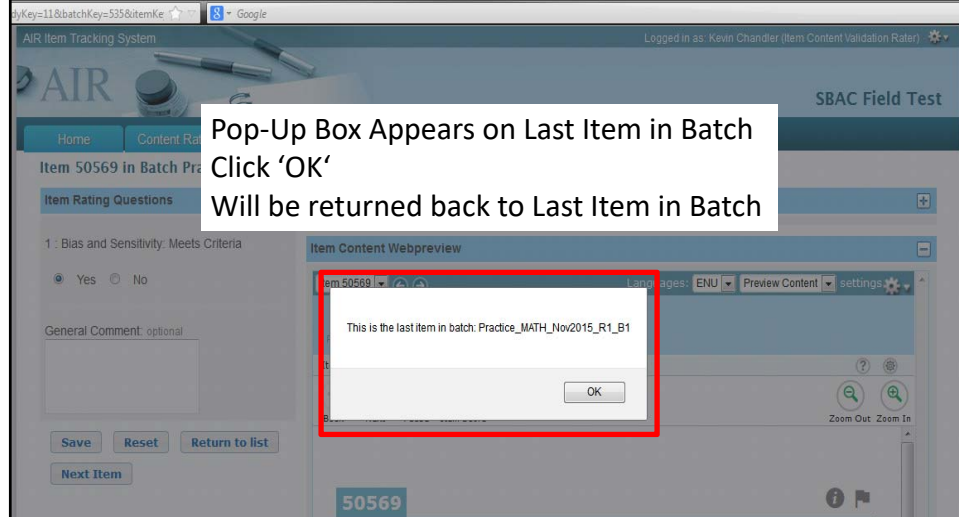
Items: [dropdown]

Back Next Pause Item Score

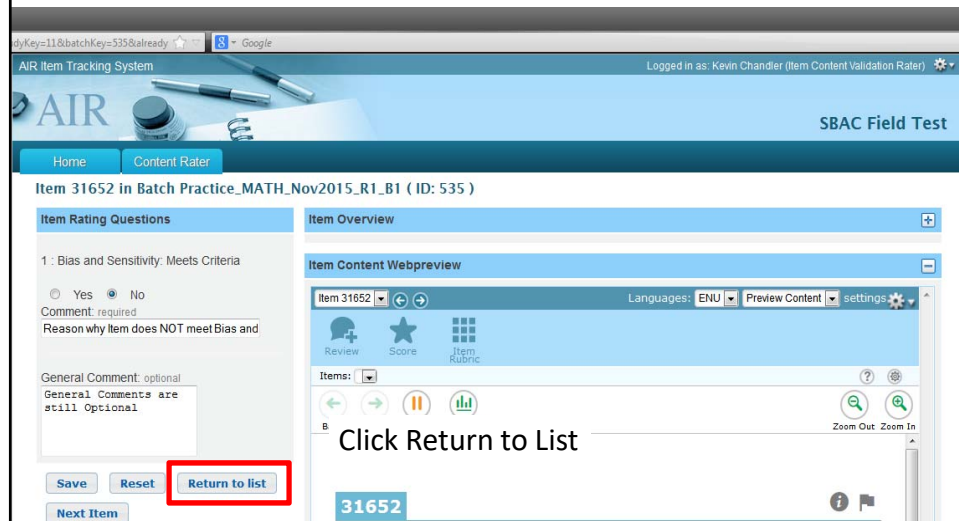
Zoom Out Zoom In

31652

Idaho Stakeholder Bias & Sensitivity Meeting



Idaho Stakeholder Bias & Sensitivity Meeting



Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot shows the AIR Item Tracking System interface. At the top, there's a navigation bar with 'Home' and 'Content Rater' buttons. A text box indicates 'Status = Completed OR Status = Incomplete'. To the right, there's a 'General Comments Shown' button. Below this, a table titled 'Complete Batches' is displayed. The table has columns: Item ID, Status, Stimulus, and Comment. The 'Status' column contains a list of items with their current status: 35969 (Completed), 36066 (Completed), 36129 (Completed), 36131 (Completed), 36145 (Incomplete), 36483 (Incomplete), 42051 (Incomplete), and 42052 (Incomplete). The 'Comment' column is empty for all items. A red box highlights the 'Status' column and the 'Comment' column.

Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42051	Incomplete		
42052	Incomplete		

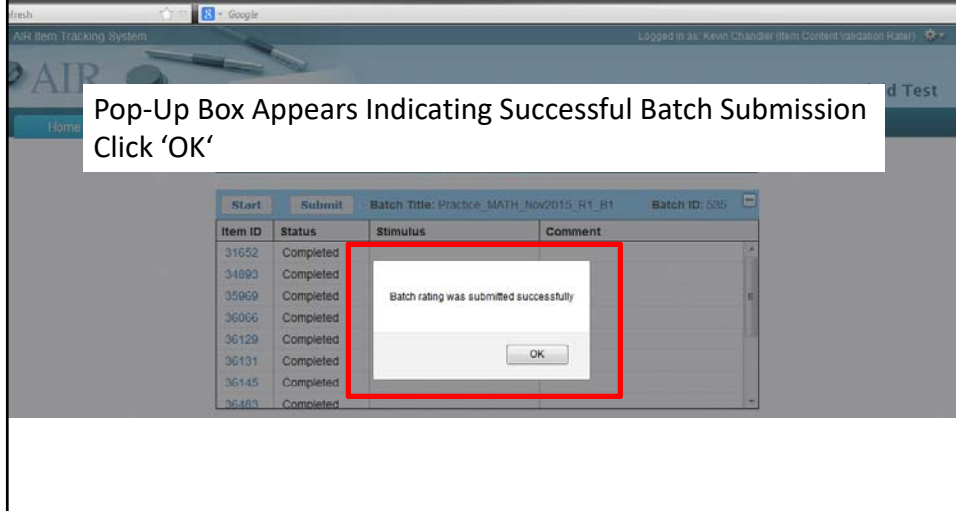
Idaho Stakeholder Bias & Sensitivity Meeting

The screenshot shows the AIR Item Tracking System interface. At the top, there's a navigation bar with 'Home' and 'Content Rater' buttons. A text box indicates 'Make Sure Status of ALL Items in Batch is "Completed"'. Below this, a table titled 'Incomplete Batches' is displayed. The table has columns: Item ID, Status, Stimulus, and Comment. The 'Status' column contains a list of items with their current status: 31652 (Completed), 34893 (Completed), 35969 (Completed), 36066 (Completed), 36129 (Completed), 36131 (Completed), 36145 (Completed), and 36483 (Completed). The 'Comment' column is empty for all items. A red box highlights the 'Submit' button in the top right corner of the table.

Item ID	Status	Stimulus	Comment
31652	Completed		
34893	Completed		
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36483	Completed		

Idaho Stakeholder Bias & Sensitivity Meeting

Pop-Up Box Appears Indicating Successful Batch Submission
Click 'OK'

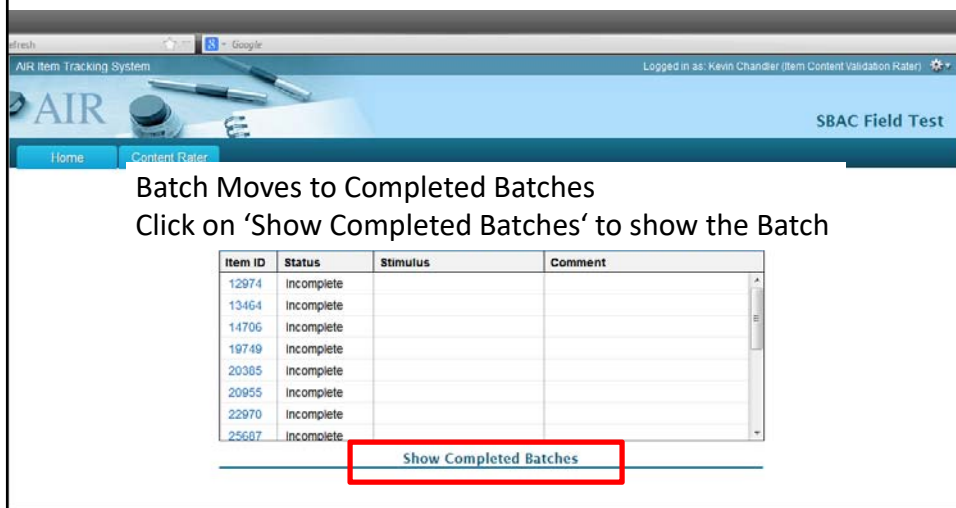


The screenshot shows the AIR Item Tracking System interface. A pop-up box with a red border is centered on the screen, displaying the message "Batch rating was submitted successfully" and an "OK" button. The background shows a table with columns for Item ID, Status, Stimulus, and Comment. The table contains several rows of data, all with a status of "Completed".

Item ID	Status	Stimulus	Comment
31652	Completed		
34893	Completed		
35069	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Completed		
36483	Completed		

Idaho Stakeholder Bias & Sensitivity Meeting

Batch Moves to Completed Batches
Click on 'Show Completed Batches' to show the Batch

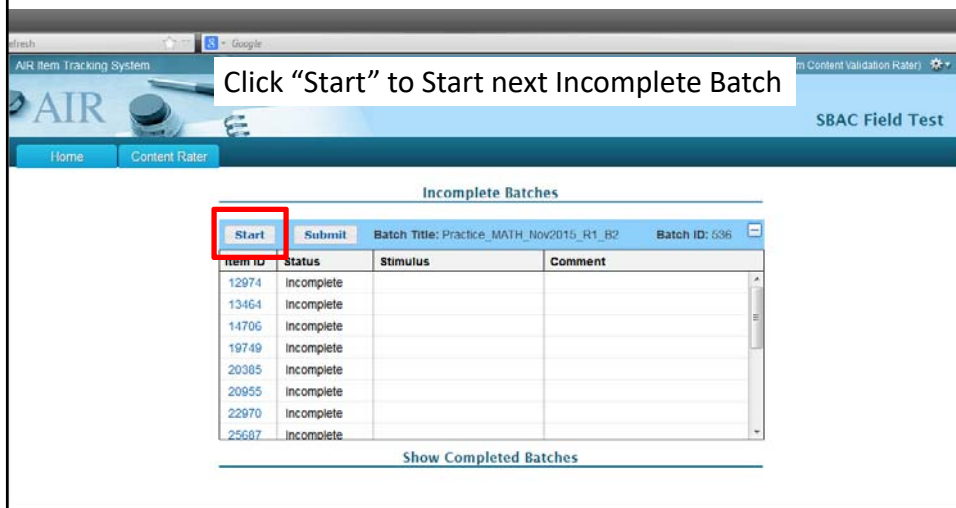


The screenshot shows the AIR Item Tracking System interface. A table lists several batches with a status of "Incomplete". Below the table, a button labeled "Show Completed Batches" is highlighted with a red border.

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

Click "Start" to Start next Incomplete Batch

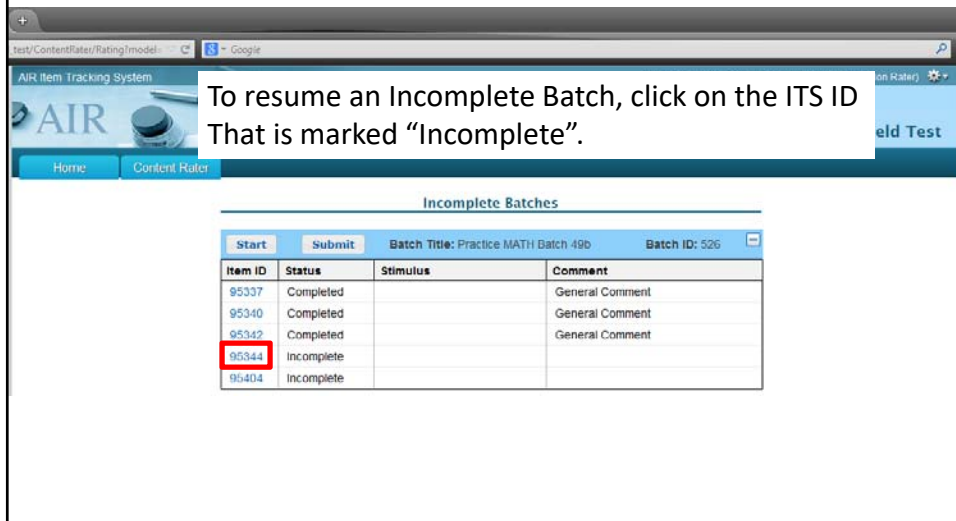


The screenshot shows the AIR Item Tracking System interface. The 'Incomplete Batches' section is active, displaying a table with columns: Item ID, Status, Stimulus, and Comment. The first batch, titled 'Practice_MATH_Nov2015_R1_B2' with Batch ID 536, is highlighted. The 'Start' button for this batch is circled in red. Below the table, there is a link to 'Show Completed Batches'.

Item ID	Status	Stimulus	Comment
12974	Incomplete		
13464	Incomplete		
14706	Incomplete		
19749	Incomplete		
20385	Incomplete		
20955	Incomplete		
22970	Incomplete		
25687	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

To resume an Incomplete Batch, click on the ITS ID That is marked "Incomplete".



The screenshot shows the AIR Item Tracking System interface. The 'Incomplete Batches' section is active, displaying a table with columns: Item ID, Status, Stimulus, and Comment. The first batch, titled 'Practice MATH Batch 49b' with Batch ID 526, is highlighted. The 'Start' button for this batch is circled in red. Below the table, there is a link to 'Show Completed Batches'.

Item ID	Status	Stimulus	Comment
95337	Completed		General Comment
95340	Completed		General Comment
95342	Completed		General Comment
95344	Incomplete		
95404	Incomplete		

Idaho Stakeholder Bias & Sensitivity Meeting

Answer Question.
Enter Comments.
Click "Save" to Move to Next Item

Item Rating Questions

1. Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

Comment:

General Comment, optional

General Comment:

Save Reset Return to list

Next Item

Item Overview

Item Content Webpreview

Item 95344

Languages: ENU Preview Content settings

Previous Next Item Reject Score Item Card View Attributes

Items:

Back Next Pause Item Score

Zoom Out Zoom In

95344

Endow used the chop chips of the slide as her basketball team to create the

Idaho Stakeholder Bias & Sensitivity Meeting

Item Overview

Item Content Webpreview

Item 12974

Languages: ENU Preview Content settings

Review Score Item Rubric

Items:

Back Next Pause **Item Score**

Zoom Out Zoom In

12974

Do NOT Click

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

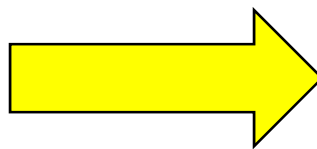
- Mathematics (MATH) Batches
 - 510 Items
 - 510 Discrete Items
 - 26 Batches Total
 - Batches of 19 Items to 23 Items
 - Each MATH Batch Reviewed by 3 Reviewers
 - All Reviewers will review at least 1 MATH Batch

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)

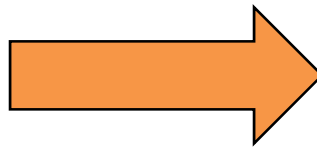
- Small Group Review
- Three Small Groups of ~10 Reviewers
- Each Small Group Reviews ALL Items that were Flagged in Round 1 in Content Rater
 - **Yes** = Meets Bias & Sensitivity Criteria
 - **No** = Does NOT Meet Bias & Sensitivity Criteria

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
 $\geq 1/3$ Total
Number of
Reviewers
Answer 'No' to
'Meets Criteria'
Question



Round 3

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
 $\geq 2/3$ 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 \geq
1/3 Total Number
of Reviewers
Answer 'No' to
'Meets Criteria'
Question
(7 of 22)



Round 3

<https://a.its.airast.org/>

Reviewing PASSAGES Batch

Incomplete Batches			
<div>Start Submit Batch Title: ID_ELA_Sept2016_R2_passages Batch ID: 652</div>			
Item ID	Status	Stimulus	Comment
50475	Incomplete	1586: 8487	
50726	Incomplete	1598: 8514	
123897	Incomplete	4439: 41IS2_A Place for Butterflies	
63305	Incomplete	1507: 8449	

Idaho Stakeholder Bias & Sensitivity Meeting

Item 50475 in Batch ID_ELA_Sept2016_R2 passages (ID: 656)

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment, optional

Passage Concern - Does Not Meet Guideline #4

Item Rating Question Applies to Item

Record Feedback for Passage in General Comments

Save Reset Return to list Next Item

Back Next Pause Item Score Zoom Out Zoom In

Read the text and answer the 50475

SBAC Field Test Content Rater

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

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
 $\geq 2/3$ 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

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