| ТАВ | DESCRIPTION                                                                                                     | ACTION            |
|-----|-----------------------------------------------------------------------------------------------------------------|-------------------|
| 1   | SUPERINTENDENT'S UPDATE                                                                                         | Information Item  |
| 2   | EMERGENCY PROVISIONAL CERTIFICATE                                                                               | Motion to Approve |
| 3   | PROPOSED RULE, DOCKET NO. 08-0203-1702 –<br>HIGH SCHOOL GRADUATION REQUIREMENT,<br>COLLEGE ENTRANCE EXAM        | Motion to Approve |
| 4   | PROPOSED RULE, IDAPA 08.02.03.004,<br>INCORPORATED BY REFERENCE - ALTERNATE<br>ASSESSMENT ACHIEVEMENT STANDARDS | Motion to Approve |
| 5   | HARDSHIP STATUS – ALBION SCHOOL,<br>CASSIA COUNTY SCHOOL DISTRICT NO. 151                                       | Information Item  |

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# SUBJECT

Superintendent of Public Instruction update to the State Board of Education

# **BACKGROUND/DISCUSSION**

Superintendent of Public Instruction, Sherri Ybarra, will provide updates on State Department of Education activities, including:

- Mastery based education schools and plans
- Student licenses with Microsoft and Adobe: future considerations regarding middle schools
- Statewide testing issues and scores
- Update on rollout of new Idaho Reading Indicator (IRI)
- Advanced Opportunities numbers/class interest/costs
- Science update on standards review and science assessment
- Bias and Sensitivity Committee Update

# **BOARD ACTION**

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

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### SUBJECT

**Emergency Provisional Certificate** 

### REFERENCE

| December 2016 | Board approved six (6) provisional certificates       |
|---------------|-------------------------------------------------------|
|               | (Jerome SD – 3, Madison SD – 1, Mountain Home SD      |
|               | – 1, West Jefferson SD – 1)                           |
| February 2017 | Board approved seventeen (17) provisional             |
|               | certificates (Bear Lake SD – 2, Blaine County SD – 1, |
|               | Cambridge SD – 2, Challis Joint SD – 2, Council SD –  |
|               | 1, Grace Joint SD – 1, Boise SD – 2, Jerome Joint SD  |
|               | – 1, West Ada SD – 1, Marsh Valley SD – 1, Sage       |
|               | International – 1, St. Maries SD – 1, Twin Falls SD – |
|               | 1)                                                    |
| April 2017    | Board approved three (3) provisional certificates     |
| •             | (Challis SD – 1, Preston SD – 1, Jerome SD – 1)       |

### APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

# **BACKGROUND/DISCUSSION**

One (1) emergency provisional application was received by the State Department of Education from the school district listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

### West Bonner County School District #083

Applicant Name: Smiley-Rundgren, Linda

Content & Grade Range: All Subjects K/8

Educational Level: BA, Liberal Studies – Elementary Education, 1997

**Declared Emergency:** September 21, 2016, West Bonner School District Board of Trustees declared an area of need exists for the 2016-2017 school year.

**Summary of Recruitment Efforts**: The position was posted for several weeks. Current employees and applicants were considered. Ms. Smiley-Rundgren was the only applicant, and she had previous teaching experience in the elementary setting. She is currently pending a reinstatement of her California certificate. **PSC Review**: Will complete after the the PSC meeting on June 8-9<sup>th</sup>, 2017.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the classroom and funding could be impacted.

### STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications and Department staff work with the school districts to assure the applications are complete. The Professional Standards Commission then reviews requests for one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration.

### **BOARD ACTION**

I move to approve a one-year emergency provisional certificate for Linda Smiley-Rundgren to teach All Subjects Kindergarten through grade eight (8) in the West Bonner County School District #083 during the 2016-2017 school year.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_

### SUBJECT

Proposed 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 from IDAPA 08.02.03.105, High School Graduation Requirements.

August 2015 The Board approved removal of the Compass exam as an acceptable college entrance examination for students graduating after 2017 from IDAPA 08.02.03.105, High School Graduation Requirements.

# APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code IDAPA 08.02.03.105.03, High School Graduation Requirements, College Entrance Examination

### **BACKGROUND/DISCUSSION**

According to IDAPA 08.02.03.105.03, a student must take a college entrance exam (SAT or ACT) before the end of their eleventh grade year to meet graduation requirements. A rule change effective March 2016 had 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 proposed rule change will allow students who took the Compass exam prior to its final administration to meet the college entrance exam (CEE) graduation requirement.

Other changes in this proposed rule were initiated after inquiries from school counselors and principals identified challenges in implementing the current rule while meeting the individual and unique needs of students to ensure they meet the state minimum graduation requirements. School staff regularly sought flexibility in the rule to address students' specific circumstances. The proposed changes seek to provide clarification for schools and flexibility to students.

The rule change clarifies when a student with disabilities can be exempted from the CEE requirement. The rule currently allows Individualized Education Program (IEP) teams to exempt a student if assessment accommodations result in a nonreportable college score. The proposed rule change will clarify that students who meet alternate assessment eligibility criteria may be exempted from the CEE requirement. IEP teams will also be able to consider the ACCUPLACER Placement Assessment, published by the College Board, as an acceptable CEE for students with disabilities to meet the CEE graduation requirement. Finally, 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 an individual student would take in lieu of the ACT or SAT 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, during which any member of the public could provide verbal or written feedback on the suggested amendments to the rule. No comments were received during the public meetings. Five (5) written comments in favor of the suggested amendments were received through the Department's public comment online submission form.

# IMPACT

The passage of this proposed 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 provide students with disabilities receiving services to use the ACCUPLACER Placement Assessment when more appropriate for the student. Students with extenuating circumstances who are unable to participate in one of the currently approved college entrance exams, will have an opportunity to request the Superintendent approve the use of other assessments or be exempt from the CEE requirement.

# ATTACHMENTS

Attachment 1 – Proposed Rule, Docket No. 08-0203-1702 – College Entrance Examination Pag

# 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 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 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 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 may 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 level of accommodations necessary for the exemption to take the Accuplacer in place of the SAT or ACT. The proposed changes to subsection 105.03.b (new subsection c.) would limit the existing exemption to those students receiving special education services through an individual education plan who have a plan that indicates they meet the requirements to take the ISAT-Alternate Assessment. The Alternate Assessment is available to those students with the most significant, cognitive disabilities for whom the general assessment is not appropriate.

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

# **BOARD ACTION**

I move to approve Proposed Rule Docket No. 08-0203-1702, Rules Governing Thoroughness – High School Graduation Requirements, College Entrance Examination, 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**

#### 105. HIGH SCHOOL GRADUATION REQUIREMENTS.

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

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

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

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

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

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

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

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

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

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

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the

following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**bc.** A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3.12.14)()

i. Enrolled in a special education program and has an<u>Receiving special education services through a</u> 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) at Transferring 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 transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this

subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.b. of this rule. (3-25-16)

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

**08.** Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

### SUBJECT

Proposed Rule - IDAPA 08.02.03.004. Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

### REFERENCE

| May 2011 | Board  | approved   | the  | Idaho | Alternate | Assessment |
|----------|--------|------------|------|-------|-----------|------------|
|          | Achiev | ement Stan | dard | s.    |           |            |

- 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.

### **APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105, 33-1612 and 33-2002, Idaho Code IDAPA 08.02.03.004.06

### **BACKGROUND/DISCUSSION**

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 their knowledge of the grade-level Idaho Content Standards.

The adoption of the NCSC recommended standards was first approved by the Board in May 2011, and amendments were approved in temporary rule by the Board in September 2015, and again in October 2016. This proposed rule will make the alternate assessment achievement standards (cut scores) permanent.

### IMPACT

This proposed 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 – Proposed change to IDAPA 08.02.03.004.06 | Page 3 |
|---------------------------------------------------------|--------|
| Attachment 2 – Idaho Alternate Assessment Achievement   |        |
| Standards, Performance Level Descriptors                | Page 5 |

### STAFF COMMENTS AND RECOMMENDATIONS

The temporary rule approved by the Board in September 2015 expired at the end of the 2016 legislative session, converting the Idaho Alternate Assessment Achievement Standards to those approved by the Board May 18, 2011. These standards are no longer in alignment with Idaho's alternate standards achievement test, commonly referred to as the ISAT-Alt and referenced as the Idaho Alternate Assessment in IDAPA 08.02.03.111. The Board was asked 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 a temporary and proposed rule at that time. 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 makes it unnecessary for the Board to consider a new temporary rule, allowing this rule to come forward as a proposed rule. 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 Following the close of the public comment period the comment period. Department will bring back the rule 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 alternative assessment is available to Idaho students who, based on the students' individualized education plan, are determined to be unable to take the Idaho Standards Achievement Test with or without accommodations or adaptations. These students are the ones with the most significant cognitive disabilities for whom the standard assessment is not appropriate.

### **BOARD ACTION**

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_

I move to approve the proposed rule amending IDAPA 08.02.03.004.06, Rules Governing Thoroughness, Incorporation by Reference, Idaho Alternate Assessment Achievement Standards, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

#### IDAPA 08 TITLE 02 CHAPTER 03

#### **08.02.03 - RULES GOVERNING THOROUGHNESS**

#### 004. INCORPORATION BY REFERENCE.

The following documents are incorporated into this rule:

(3-30-07)

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

|      | TAB 4                                                                               | Page 3    |
|------|-------------------------------------------------------------------------------------|-----------|
| ii.  | Business and Marketing Education, as adopted on June 16, 2016.                      | (3-29-17) |
| i.   | Agricultural and Natural Resources, as adopted on June 16, 2016.                    | (3-29-17) |
| l.   | Career Technical Education Categories:                                              | (3-29-17) |
| k.   | Social Studies, as revised and adopted on November 28, 2016.                        | (3-24-17) |
| j.   | Science, as revised and adopted on December 15, 2016. (1                            | 2-15-16)T |
| i.   | Physical Education, as revised and adopted on August 11, 2016.                      | (3-24-17) |
| h.   | Mathematics, as revised and adopted on August 11, 2016.                             | (3-24-17) |
| g.   | Limited English Proficiency, as revised and adopted on August 21, 2008.             | (3-29-10) |
| f.   | Information and Communication Technology, as revised and adopted on April 22, 2010. | (4-7-11)  |
| e.   | Health, as revised and adopted on August 11, 2016.                                  | (3-24-17) |
| d.   | English Language Arts/Literacy, as revised and adopted on November 28, 2016.        | (3-24-17) |
| c.   | Driver Education, as revised and adopted on August 21, 2008.                        | (3-29-10) |
| b.   | Computer Science, adopted on November 28, 2016.                                     | (3-24-17) |
| vii. | World languages, as revised and adopted on August 11, 2016.                         | (3-24-17) |
| vi.  | Visual Arts, as revised and adopted on August 11, 2016;                             | (3-24-17) |
| v.   | Theater, as revised and adopted on August 11, 2016;                                 | (3-24-17) |
| iv.  | Music, as revised and adopted on August 11, 2016;                                   | (3-24-17) |
| iii. | Media Arts, as adopted on August 11, 2016.                                          | (3-24-17) |
| ii.  | Interdisciplinary Humanities, as revised and adopted on August 11, 2016;            | (3-24-17) |
| i.   | Dance, as revised and adopted on August 11, 2016;                                   | (3-24-17) |
| a.   | Arts and Humanities Categories:                                                     | (3-24-17) |

| iii. | Engineering and Technology Education, as adopted on June 16, 2016. | (3-29-17) |
|------|--------------------------------------------------------------------|-----------|
| iv.  | Family and Consumer Sciences, as adopted on June 16, 2016.         | (3-29-17) |
| v.   | Skilled and Technical Sciences, as adopted on June 16, 2016.       | (3-29-17) |

vi. Workplace Readiness, as adopted on June 16, 2016. (3-29-17)

**02.** The English Language Development (ELD) Standards. The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at www.wida.us/standards/eld.aspx. (4-4-13)

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

**04.** The Idaho 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)

**05.** 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)

**06.** The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on September 3, 2015 June 15, 2017. Copies of the document can be found on the State Board of Education website at www.boardofed.idaho.gov. (10-20-16)T

**07.** 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)

**08.** 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)

**09.** 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)

|                    |                                 |                 |                  |                    | Gr                | ade               |                  |                   |                   |
|--------------------|---------------------------------|-----------------|------------------|--------------------|-------------------|-------------------|------------------|-------------------|-------------------|
| Subject            | Recommended Cut Scores          | 3               | 4                | 5                  | 6                 | 7                 | 8                | 9                 | <u>    10</u>     |
| 1                  | Emerging/Partially Proficient   | 31              | 31               | 31                 | 31                | 31                | 31               | 31                |                   |
| Language           | Partially Proficient/Proficient | <del>- 66</del> | <del>-66</del> - | <del>- 66</del> -  | <del>- 66</del> - | <del>-66</del> -  | <del>-66</del> - | <del>- 66</del> - | <del>66</del>     |
| Usage              | Proficient/Advanced             | 126             | 126              | 126                | 126               | 126               | 126              | 126               | <u>    126  </u>  |
|                    | Emerging/Partially Proficient   | 86              | 86               | 86                 | 86                | 86                | 86               | 86                | <del>- 86</del>   |
| <b>Mathematics</b> | Partially Proficient/Proficient | 171             | 171              | 171                | 171               | 171               | 171              | 171               | <u>    171</u>    |
|                    | Proficient/Advanced             | 289             | 289              | 289                | 289               | 289               | 289              | 289               | 289               |
|                    | Emerging/Partially Proficient   | <del>62</del>   | 62               | <u>62</u>          | <u>62</u>         | 62                | 62               | <u>62</u>         | <u>– 62</u>       |
| <b>Reading</b>     | Partially Proficient/Proficient | 147             | <u>    147  </u> | <u>    147  </u>   | <u>    147  </u>  | <u>    147  </u>  | <u>    147  </u> | <u>    147  </u>  | <u>    147</u>    |
|                    | Proficient/Advanced             | 256             | 256              | 256                | 256               | 256               | 256              | 256               | <u>    256   </u> |
|                    | Emerging/Partially Proficient   |                 |                  | <del>76</del>      |                   | <del>76</del>     |                  |                   | <del>76</del>     |
| <u>Science</u>     | Partially Proficient/Proficient |                 |                  | <u>    168    </u> |                   | <u>    168   </u> |                  |                   | <u>    168</u>    |
|                    | Proficient/Advanced             |                 | _                | 288                |                   | 288               | _                |                   | 288               |

### Table 1. Recommended Cut Scores





|                     | ISAT-Alt Performance Level Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content             | Area: Reading Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Advance             | ed a state of the  |
| Students            | at this level are able to perform at or pear the <b>highest level (3 or 4) of</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                     | wand Independence, and at the highest level (4) of Complexity for all (5).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Accurac             | y and independence, and at the highest lever (+) or complexity for an (5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                     | A Depending extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| ⊖ <del>+</del> .    | 4 Decoding Skills - Identify word patterns and/or word families                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| → +.                | 7 Acquire Huency — Recognizes automatically between 20 to 50 age appropriate high                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| +r                  | equency word symbols (i.e., word gestures, pictures, objects, words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| → +.                | 8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ₩ ₩                 | <del>Cabulary</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| → 2.                | 1 Strategies/Skills for Comprehending Text – Identify the purpose of different kinds of text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <u> </u>            | 1 Strategies/Skills for Comprehending Text – Connects the information and events in text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <del>tc</del>       | - <del>Self</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Proficie            | nt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Students            | at this level are able to perform at or near the highest levels (3 or 4) on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Accurac             | v and Independence, and near the highest level (3) on Complexity for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| most (4             | of the following extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                     | A Deciding Skills - Identify word patterns and/or word families                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 0-1.                | 7 Acquire Elyency - Recognizes automatically between 20 to 50 age appropriate high                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.                  | auguste word cympols (i.e. word gestures, pictures, picters, words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                     | 2. Vecabulary/Concent Development — Use dictionary materials to develop concents and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                     | solutionary matching to develop the test of the second sec |
|                     | 1 Strategies /Skills for Comprehending Text - Identify the purpose of different kinds of text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 0-2.                | 1 Strategies/Skills for Comprehending Text - Connects the information and events in text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 0 2.<br>te          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Dartially           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Ctudente            | et this lowel are able to perform at moderate levels (2 or 2) on Accuracy and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Students            | at this level are able to perform at <b>moderate levels (2 or 5) on Accuracy and</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Indeper             | <b>Haence</b> , and at or hear the <b>hignest level (3 or 4) on Complexity for some (2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <del>to 4) of</del> | the following extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| → 1.                | 4 Decoding Skills – Identify word patterns and/or word families                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <del>0 1.</del>     | 7 Acquire Fluency – Recognizes automatically between 20 to 50 age-appropriate high                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| fr fr               | equency word symbols (i.e., word gestures, pictures, objects, words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <u> </u>            | 8 Vocabulary/Concept Development — Use dictionary materials to develop concepts and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <u>∀(</u>           | <del>scabulary</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <u>↔ 2</u> .        | 1 Strategies/Skills for Comprehending Text – Identify the purpose of different kinds of text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <del>0 2.</del>     | 1 Strategies/Skills for Comprehending Text - Connects the information and events in text-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| te                  | - self                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Emergir             | <del>lg</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Students            | at this level are able to perform at up to a moderate levels (3) on Accuracy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Indeper             | dence, and Complexity on up to 2 of the extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                     | 4 Decoding Skills – Identify word patterns and/or word families                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 0-1.                | 7 Acquire Elyency - Recognizes automatically between 20 to 50 age appropriate high                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                     | aduoney word symbols (i.o., word dosturos, picturos, obiosts, words)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                     | 8 Vocabulary/Concent Development - Use dictionary materials to develop concents and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <del>0 1</del> .    | o vocabulary. Concept Development - ose dictionary matchais to develop concepts and -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                     | <del>Jeanuary</del><br>1. <u>Strategies/Skills for Comprehending Text — Identify the purpose of different kinds of text</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                     | 1 Strategies/Skills for Comprehending Text — Connects the information and events in text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <u>↔ Z</u> .        | - Strategies/Skills for comprehending rext - connects the information and events in text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <u> </u>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

#### **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, -suffix 1.7 Acquire Fluency - Read simplified, grade 4 appropriate text -1.8 Vocabulary/Concept Development - Use dictionary materials to develop concepts and vocabularv 2.1 Strategie ills for Comprehending Text – Identify the purpose of different kinds of text -2.1 Strategies/Skills for Comprehending Text - Connects cause and effect relationships in **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 formost (4) of the following extended content objectives: 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 (2to 4) of the following extended content objectives: o-1.4 Decoding Skills - Identify word parts as letters and syllables, i.e., prefix, word family,suffix -1.7 Acquire Fluency - Read simplified, grade 4 appropriate text -1.8 Vocabulary/Concept Development - Use dictionary materials to develop concepts and vocabularv -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 intext 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, rootword, suffix 1.7 Acquire Fluency Read simplified, grade 4 appropriate text 1.8 Vocabulary/Concept Development - Use dictionary materials to develop concepts and vocabulary /Skills for Comprehending Text - Identify the purpose of different kinds of text 2 1 Strat -2.1 Strategies/Skills for Comprehending Text - Connects cause and effect relationships in text

| Content Area: Reading                                             | Grade Level: Grade 5                               |
|-------------------------------------------------------------------|----------------------------------------------------|
| Advanced                                                          |                                                    |
| Students at this level are able to perform at or r                | ear the <b>highest level (3 or 4) of</b>           |
| Accuracy and Independence, and at the bight                       | est level (4) of Complexity for all (5)            |
| of the following extended content objectives:                     | est level (4) of complexity for all (5)            |
| of the following extended content objectives.                     | cyllables) to read i.e. profix word family         |
| - 1.4 Decouring skins - use word parts (letters,                  | synables) to read, i.e., prenx, word ranning,      |
| - 1.7 Acquire Eluopey - Poad simplified, grade I                  | S appropriato toxt                                 |
| - 1.9 Vecabulary/Concent Development - Uco r                      | of appropriate text                                |
| meaning of words e.g. dictionary or thesaury                      |                                                    |
| <ul> <li>2.1 Strategies/Skills for Comprehending Text.</li> </ul> | - Identify the nurnese 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 n                | ear the highest levels (3 or 4) on                 |
| Accuracy and Independence, and near the I                         | highest level (3) on Complexity for                |
| most (4) of the following extended content obje                   | ectives:                                           |
|                                                                   | syllables) to read, i.e., prefix, word family.     |
| root word. suffix                                                 |                                                    |
|                                                                   | 5 appropriate text                                 |
| e-1.8 Vocabulary/Concept Development - Use r                      | eference materials to develop vocabulary and       |
| meaning of words, e.g., dictionary or thesaure                    |                                                    |
| e-2.1 Strategies/Skills for Comprehending Text-                   | - Identify the purpose of different kinds of text  |
| o 2.1 Strategies/Skills for Comprehending Text-                   | - Connects the cause and effect relationship       |
| Partially Profisiont                                              |                                                    |
| Students at this level are able to perform at <b>me</b>           | lerate levels (2 or 3) on Accuracy and             |
| Independence, and at or pear the highest law                      | (2  or  4) on Complexity for come (2)              |
| the A) of the following extended content objective                | er (5 or 4) on complexity for some (2              |
| to 4) of the following extended content objective                 |                                                    |
| o                                                                 | synaples) to read, i.e., prenx, word family,       |
| 1.7 Acquire Elucreux - Deed circelified grade (                   |                                                    |
| - 1.9 Vessbulery/Consent Development                              | aference materials to develop vessbulary and       |
|                                                                   |                                                    |
| 2 1 Stratogics/Skills for Comprehending Text                      | to Identify the nurness of different kinds of text |
| 0 2.1 Strategies/Skills for Comprehending Text                    | Connects the source and effect relationship        |
| oz.i Strategies/Skins for Comprehending rext_                     |                                                    |
| Emerging                                                          |                                                    |
| Students at this lovel are able to perform at up t                | a a moderate levels (2) on Accuracy                |
| Tradeness and Complexity on units 2 of                            | the extended content objectives:                   |
| 1 4 Decedier Chille - Her word control (letters                   | Hite extended content objectives:                  |
| o                                                                 | synables) to read, i.e., prenx, word family,       |
| TUUL WOLD, SUITA                                                  | E appropriato toxt                                 |
|                                                                   | oference materials to devialen vessbulary and      |
|                                                                   | erence matchais to develop vocabulary and          |
| meaning of worgs e.g. dictionary or thesalin                      | <del>5</del>                                       |
| 2.1. Ctratagias /Chills for Conservational'                       |                                                    |
| e2.1 Strategies/Skills for Comprehending Text                     | - Identify the purpose of different kinds of text  |

#### **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 Connects
- 2.1 Strategies/Skills for Comprehending Text 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 formost (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: o-1.2 Concepts of Text - Identify parts of a book and/or text features to aid ini.e., directions, sequences, glossary comprehension, -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 toxt

| Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Grade Level: Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students at this level are able to perform                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | at or near the <b>highest level (3 or 4) of</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Accuracy and Independence, and at th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | bighost lovel (4) of Complexity for all (5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| of the following extended content objectiv                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| or the following extended content objectiv                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | to.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| euch as appondix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Sook and/or text reatures to understand a selection,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <u>1.5 Decoding Skills – Identify that lett</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ers put together with certain rules make words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| -1.7 Acquire Eluency – Read simplified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -grade 7 appropriate text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| e 2 1 Strategies/Skills for Comprehendir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | a Text - Identify the purpose or use of various text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| o-2.1 Strategies/Skills for Comprehendir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | a 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 nea                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | r the highest level (3) on Complexity for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| most (4) of the following extended control                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | nt objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 0 1 2 Concepts of Text - Use parts of a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | book and/or text features to understand a selection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| such as appendix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ers put together with certain rules make words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | arade 7 appropriate text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | a Text - Identify the purpose or use of various text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| e-2.1 Strategies/Skills for Comprehendir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Text - Connects the cause and effect relationship ir                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Partially Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Students at this level are able to perform                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | at moderate levels (2 or 3) on Accuracy and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul> <li>A second sec<br/>second second sec</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Independence</b> , and at or near the higher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | est level (3 or 4) on Complexity for some (2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Independence, and at or near the high<br>to 4) of the following extended content or                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | est level (3 or 4) on Complexity for some (2<br>biectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Independence, and at or near the high<br>to 4) of the following extended content o                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Independence, and at or near the high<br>to 4) of the following extended content o<br>o 1.2 Concepts of Text – Use parts of a l<br>such as appendix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Independence, and at or near the high<br>to 4) of the following extended content o<br>o 1.2 Concepts of Text – Use parts of a<br>such as appendix<br>o 1.5 Decoding Skills – Identify that lett                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Independence, and at or near the high<br>to 4) of the following extended content o<br>o 1.2 Concepts of Text - Use parts of a<br>such as appendix<br>o 1.5 Decoding Skills - Identify that lett<br>o 1.7 Acquire Fluency - Read simplified,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,-<br>ers put together with certain rules make words<br>grade 7 appropriate text                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul> <li>Independence, and at or near the high</li> <li>to 4) of the following extended content or a 1.2 Concepts of Text - Use parts of a such as appendix</li> <li>1.5 Decoding Skills - Identify that lett</li> <li>1.7 Acquire Fluency - Read simplified, or 2.1 Strategies/Skills for Comprehendir</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>bg Text – Identify the purpose or use of various text                                                                                                                                                                                                                                                                                                                                                        |
| <ul> <li>Independence, and at or near the high</li> <li>to 4) of the following extended content o</li> <li>a1.2 Concepts of Text - Use parts of a lisuch as appendix</li> <li>a1.5 Decoding Skills - Identify that lett</li> <li>a1.7 Acquire Fluency - Read simplified,</li> <li>a2.1 Strategies/Skills for Comprehendir</li> <li>a2.1 Strategies/Skills for Comprehendir</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>ing Text – Identify the purpose or use of various text<br>ing Text – Connects the cause and effect relationship in                                                                                                                                                                                                                                                                                           |
| <ul> <li>Independence, and at or near the high</li> <li>to 4) of the following extended content o</li> <li>a 1.2 Concepts of Text – Use parts of a lisuch as appendix</li> <li>a 1.5 Decoding Skills – Identify that lett</li> <li>a 1.7 Acquire Fluency – Read simplified,</li> <li>a 2.1 Strategies/Skills for Comprehendir</li> <li>a 2.1 Strategies/Skills for Comprehendir</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>ng Text – Identify the purpose or use of various text<br>ng Text – Connects the cause and effect relationship in                                                                                                                                                                                                                                                                                             |
| <ul> <li>Independence, and at or near the high</li> <li>to 4) of the following extended content o</li> <li>-1.2 Concepts of Text – Use parts of a such as appendix</li> <li>-1.5 Decoding Skills – Identify that lett</li> <li>-1.7 Acquire Fluency – Read simplified,</li> <li>-2.1 Strategies/Skills for Comprehendir</li> <li>-2.1 Strategies/Skills for Comprehendir</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>ing Text – Identify the purpose or use of various text<br>ing Text – Connects the cause and effect relationship in                                                                                                                                                                                                                                                                                           |
| Independence, and at or near the high<br>to 4) of the following extended content of<br>a 1.2 Concepts of Text – Use parts of a<br>such as appendix<br>a 1.5 Decoding Skills – Identify that lett<br>a 1.7 Acquire Fluency – Read simplified,<br>a 2.1 Strategies/Skills for Comprehendir<br>a 2.1 Strategies/Skills for Comprehendir<br>text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>ng Text – Identify the purpose or use of various text<br>ng Text – Connects the cause and effect relationship in                                                                                                                                                                                                                                                                                             |
| Independence, and at or near the high<br>to 4) of the following extended content o<br>a 1.2 Concepts of Text – Use parts of a<br>such as appendix<br>a 1.5 Decoding Skills – Identify that lett<br>a 1.7 Acquire Fluency – Read simplified,<br>a 2.1 Strategies/Skills for Comprehendir<br>a 2.1 Strategies/Skills for Comprehendir<br>text Emerging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>ng Text – Identify the purpose or use of various text<br>ng Text – Connects the cause and effect relationship in                                                                                                                                                                                                                                                                                             |
| <ul> <li>Independence, and at or near the high</li> <li>to 4) of the following extended content o</li> <li></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>og Text – Identify the purpose or use of various text<br>og Text – Connects the cause and effect relationship ir<br>at up to a moderate levels (3) on Accuracy                                                                                                                                                                                                                                               |
| <ul> <li>Independence, and at or near the high</li> <li>to 4) of the following extended content o</li> <li>1.2 Concepts of Text – Use parts of al such as appendix</li> <li>1.5 Decoding Skills – Identify that lett</li> <li>1.7 Acquire Fluency – Read simplified,</li> <li>2.1 Strategies/Skills for Comprehendir</li> <li>2.1 Strategies/Skills for Comprehendir text</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>og Text – Identify the purpose or use of various text<br>og Text – Connects the cause and effect relationship ir<br>at up to a moderate levels (3) on Accuracy,                                                                                                                                                                                                                                              |
| <ul> <li>Independence, and at or near the high to 4) of the following extended content or 1.2 Concepts of Text – Use parts of al such as appendix.</li> <li>1.5 Decoding Skills – Identify that lett - 1.7 Acquire Fluency – Read simplified, - 2.1 Strategies/Skills for Comprehendir text</li> <li>Emerging</li> <li>Students at this level are able to perform</li> <li>Independence, and Complexity on up</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>bg Text – Identify the purpose or use of various text<br>bg Text – Connects the cause and effect relationship in<br>at up to a moderate levels (3) on Accuracy,<br>to 2 of the extended content objectives:                                                                                                                                                                                                  |
| <ul> <li>Independence, and at or near the high<br/>to 4) of the following extended content of<br/>- 1.2 Concepts of Text - Use parts of al<br/>such as appendix<br/>- 1.5 Decoding Skills - Identify that lett<br/>- 1.7 Acquire Fluency - Read simplified,<br/>- 2.1 Strategies/Skills for Comprehendir<br/>- 2.1 Strategies/Skills for Comprehendir<br/>text</li> <li>Emerging<br/>Students at this level are able to perform<br/>Independence, and Complexity on up<br/>- 1.2 Concepts of Text - Use parts of all<br/>curch as appendix</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>bg Text – Identify the purpose or use of various text<br>ag Text – Connects the cause and effect relationship in<br>Text – Connects the cause and effect relationship in<br>at up to a moderate levels (3) on Accuracy,<br>to 2 of the extended content objectives:<br>book and/or text features to understand a selection,                                                                                  |
| <ul> <li>Independence, and at or near the high<br/>to 4) of the following extended content of<br/>such as appendix</li> <li>1.2 Concepts of Text – Use parts of al<br/>such as appendix</li> <li>1.5 Decoding Skills – Identify that lett</li> <li>1.7 Acquire Fluency – Read simplified,</li> <li>2.1 Strategies/Skills for Comprehendir</li> <li>2.1 Strategies/Skills for Comprehendir<br/>text</li> <li>Emerging</li> <li>Students at this level are able to perform</li> <li>Independence, and Complexity on up<br/>ouch as appendix</li> <li>1.2 Concepts of Text – Use parts of al<br/>such as appendix</li> <li>3.5 Deceding Skills – Identify that lett</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>bg Text – Identify the purpose or use of various text<br>bg Text – Connects the cause and effect relationship in<br>at up to a moderate levels (3) on Accuracy,<br>to 2 of the extended content objectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words                                                                                        |
| <ul> <li>Independence, and at or near the high<br/>to 4) of the following extended content of<br/>a 1.2 Concepts of Text - Use parts of al<br/>such as appendix</li> <li>1.5 Decoding Skills - Identify that lett</li> <li>1.7 Acquire Fluency - Read simplified,<br/>o 2.1 Strategies/Skills for Comprehendir<br/>text</li> <li>Emerging</li> <li>Students at this level are able to perform</li> <li>Independence, and Complexity on up<br/>such as appendix</li> <li>1.2 Concepts of Text - Use parts of al<br/>such as appendix</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>bg Text – Identify the purpose or use of various text<br>bg Text – Connects the cause and effect relationship in<br>at up to a moderate levels (3) on Accuracy,<br>to 2 of the extended content objectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words                                                                                        |
| <ul> <li>Independence, and at or near the high<br/>to 4) of the following extended content of<br/>such as appendix</li> <li>-1.2 Concepts of Text – Use parts of alsuch as appendix</li> <li>-1.5 Decoding Skills – Identify that lett</li> <li>-1.7 Acquire Fluency – Read simplified,</li> <li>-2.1 Strategies/Skills for Comprehendir<br/>text</li> <li>-2.1 Strategies/Skills for Comprehendir<br/>text</li> <li>-2.1 Strategies/Skills for Comprehendir<br/>text</li> <li>-2.1 Strategies/Skills for Comprehendir<br/>text</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | est level (3 or 4) on Complexity for some (2<br>bjectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>ing Text – Identify the purpose or use of various text<br>ing Text – Connects the cause and effect relationship in<br>at up to a moderate levels (3) on Accuracy,<br>to 2 of the extended content objectives:<br>book and/or text features to understand a selection,<br>ers put together with certain rules make words<br>grade 7 appropriate text<br>in Text – Identify the purpose or use of various text |

#### **ISAT-Alt Performance Level Descriptors**

| Contont Aroos   | Dooding | Grade Lovel  | Crada Q |
|-----------------|---------|--------------|---------|
| content Area.   | Reduing | Grade Level. | Grade o |
| <b>Advanced</b> |         |              |         |
|                 |         |              |         |

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
- 0—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 intext

#### **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 formost (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 intext

#### **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 (2to 4) of the following extended content objectives:

- 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

| Content Areas Boading                                                        | Grade Lovely Grade 0/1                                |
|------------------------------------------------------------------------------|-------------------------------------------------------|
| Advanced                                                                     | Grade Level. Grade 5/1                                |
| Aavancea                                                                     |                                                       |
| Students at this level are able to perform at or near the                    | he highest level (3 or 4) of                          |
| Accuracy and Independence, and at the highest k                              | evel (4) of Complexity for all (5)                    |
| of the following extended content objectives:                                |                                                       |
| <ul> <li>0—1.2 Concepts of Text – Use parts of a book and/or tex</li> </ul>  | t features to identify genre of literature            |
| <ul> <li>0—1.8 Vocabulary and Concept Development – Use contended</li> </ul> | ext clues to determine the meaning of                 |
| words.                                                                       |                                                       |
| <ul> <li>0—2.1 Strategies/Skills for Comprehending Text – Interp</li> </ul>  | <del>ret different kinds of text to demonstrate</del> |
| understanding                                                                |                                                       |
| <ul> <li>0—2.2 Comprehend Expository Text – Identify and seque</li> </ul>    | ence information or procedures from-                  |
| informational text                                                           |                                                       |
| <ul> <li>0—2.3 Comprehend Literary Text – Demonstrate compre</li> </ul>      | hension 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                    | he highest levels (3 or 4) on                         |
| Accuracy and Independence, and near the highe                                | st level (3) on Complexity for                        |
| most (4) of the following extended content objective                         | <del>5'</del>                                         |
| <ul> <li>–1 2 Concepts of Text – Use parts of a book and/or tex</li> </ul>   | t features to identify genre of literature            |
| e                                                                            | ext clues to determine the meaning of                 |
| words.                                                                       |                                                       |
| o 2 1 Strategies/Skills for Comprehending Text – Intern                      | pret different kinds of text to demonstrate           |
| understanding                                                                |                                                       |
| <ul> <li>2.2. Comprehend Expository Text – Identify and seque</li> </ul>     | ence information or procedures from                   |
| informational text                                                           |                                                       |
| o                                                                            | hension of literary text from a variety of            |
| denres: 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 moderat                        | a lovale (2 or 2) on Accuracy and                     |
| Independence, and at or pear the highest level (2)                           | (2  or  3)  on Complexity for some  (2)               |
| the 1) of the following extended content objectives:                         | or 4) on complexity for some (2-                      |
| to 4) or the ronowing extended content objectives:                           |                                                       |
| e-1.2 Concepts of Text - Use parts of a book and/or tex                      | t reatures to identify genre of literature            |
| •                                                                            | ext clues to determine the meaning of                 |
| Words.                                                                       |                                                       |
| e                                                                            | Fet different kinds of text to demonstrate            |
| understanding                                                                |                                                       |
| o                                                                            | ence information of procedures from-                  |
| Informational text                                                           | handlan of literany toy't from a variaty of           |
| 0 - 2.3 Comprehend Literary rext - Demonstrate compre                        | the encoder and the theme of a start                  |
|                                                                              | , the speaker, and the theme of a story.              |
| Emerging                                                                     |                                                       |
| Students at this level are able to perform at up to a n                      | noderate levels (3) on Accuracy,                      |
| Independence, and Complexity on up to 2 of the                               | extended content objectives:                          |
| <ul> <li>0—1.2 Concepts of Text - Use parts of a book and/or tex</li> </ul>  | t features to identify genre of literature            |
| <ul> <li>0—1.8 Vocabulary and Concept Development – Use content</li> </ul>   | ext clues to determine the meaning of                 |
| words.                                                                       |                                                       |
| <ul> <li>0—2.1 Strategies/Skills for Comprehending Text – Interp</li> </ul>  | <del>ret different kinds of text to demonstrate</del> |
| understanding                                                                |                                                       |
| <ul> <li>0—2.2 Comprehend Expository Text – Identify and seque</li> </ul>    | ence information or procedures from-                  |
| informational text                                                           |                                                       |
| <ul> <li>o—2.3 Comprehend Literary Text - Demonstrate compre</li> </ul>      | hension 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased on personal experience.
- 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- o 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased 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 towrite a draft. Use strategies to plan and organize writing, and write and/or share a narrativebased on personal experience.
- o 5.1, 5.4 Acquire Handwriting Skills and Skills for Using Conventions Write fluently and legibly; demonstrate use of capitalization skills.
- e 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.

| ioni - io | er Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <del>Content Area: Language Usage<br/>Advanced</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grade Level: Grade 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Students at this level are able to perform at or near t                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | he highest levels (3 or 4) of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Accuracy and Independence, and at the highest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | level (4) of Complexity for all (3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| at the following extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2 2 1 2 2 4 1 Acquire Drowriting Droft Writing and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Expressive (Narrative/Creative) Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Skills Concrete ideas, identify the main idea (and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | reprists to the type of writing) and use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| ideas generated in prewriting to write a draft with a strategies to plan and erganize writing, and write a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | main idea and supporting details. Use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| ection setting and/or character(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | short har ative that includes a specific-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5. 5. 4 Acquire Handwriting Skills and Skills for Us                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ing Conventions - Write fluently and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| logibly, domonstrate use of capitalization skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ing conventions write nachtry and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| E 2 Acquire Skills for Septence Structure - Use pict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | uras words or symbols to ovpross a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| complete thought and identify future verb topces                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | adjactives, and personal pronouns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Complete thought, and identify future verbitenses, a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | aujectives, and personal pronouns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| students at this level are able to perform at or near the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | he highest levels (3 or 4) on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <del>Accuracy, Independence, and Complexity for mo</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | st (2) of the following extended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| o-3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expressive (Narrative/Creative) Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Skills - Generate ideas, identify the main idea (app                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ropriate 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| o 5.1, 5.4 Acquire Handwriting Skills and Skills for Us                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ing Conventions - Write fluently and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| legibly; demonstrate use of capitalization skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| o-5.3 Acquire Skills for Sentence Structure - Use pict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ures, words, or symbols to express a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| complete thought, and identify future verb tenses, a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | adjectives, and personal pronouns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Partially Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Students at this level are able to perform at or pear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | noderate levels (2 or 3) on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Accuracy and Independence, and at or pear the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | highest level (2 or 4) on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Security and independence, and at or near the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| -complexity for some (2) of the following extended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| e-3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expressive (Narrative/Creative) writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Skills - Generate ideas, identify the main idea (app                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ropriate to the type of writing), and use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ideas generated in prewriting to write a draft with a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul> <li>5.1, 5.4 Acquire Handwriting Skills and Skills for Us</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ing Conventions – Write fluently and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| legibly; demonstrate use of capitalization skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul> <li> <del> <u></u>             5.3 Acquire Skills for Sentence Structure - Use pict             </del> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ures, words, or symbols to express a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| complete thought, and identify future verb tenses, a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | adjectives, and personal pronouns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| merging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| tudents at this level are able to perform at up to a <b>n</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | noderate level (3) of Accuracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| and Independence, and at up to a moderate low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | $a$ of Complexity (2) on up to 2 $\propto$                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| ind independence, and at up to a moderate leve                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | $\frac{1}{2} + \frac{1}{2} + \frac{1}$ |
| he extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| e 3.1, 3.2, 4.1 Acquire Prewriting, Draft Writing, and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Expressive (Narrative/Creative) Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Skills - Generate ideas, identify the main idea (app                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ropriate 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| e 5.1, 5.4 Acquire Handwriting Skills and Skills for Us                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ing Conventions - Write fluently and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| legibly: demonstrate use of capitalization skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5 2 Acquiro Skille for Sontoneo Structuro - Uso niet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ures words or symbols to express a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| 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 th                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | e highest levels (3 or 4) of                                                                                                                                                                                                                                                                                                                                                                      |
| Accuracy and Independence, and at the highest <b>b</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | evel (4) of Complexity for all (3)                                                                                                                                                                                                                                                                                                                                                                |
| of the following extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                   |
| o-3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | xpository (Informational/Research)                                                                                                                                                                                                                                                                                                                                                                |
| Writing Skills - Generate ideas, identify the main idea                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | a (appropriate to the type of writing),                                                                                                                                                                                                                                                                                                                                                           |
| and use ideas generated in prewriting to write a draf                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | t with a main idea and supporting                                                                                                                                                                                                                                                                                                                                                                 |
| details. Use strategies to plan and organize writing, a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | and write brief observations of-                                                                                                                                                                                                                                                                                                                                                                  |
| events/processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul> <li>o—5.3 Acquire Skills for Sentence Structure – Use pictul</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | res, words, or symbols to express a-                                                                                                                                                                                                                                                                                                                                                              |
| complete thought with subject and verb, and use cor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | rectly: future verb tenses, adjectives,                                                                                                                                                                                                                                                                                                                                                           |
| personal pronouns, and conjunctions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                   |
| o-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Research) Writing, Handwriting,                                                                                                                                                                                                                                                                                                                                                                   |
| Spelling, and Conventions Usage Skills - Fluently and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | d legibly write brief observations of                                                                                                                                                                                                                                                                                                                                                             |
| events or processes, demonstrating spelling skills with                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | th high frequency words and                                                                                                                                                                                                                                                                                                                                                                       |
| <del>capitalization skills.</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                   |
| Aroticient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul> <li>Accuracy, Independence, and Complexity for most sontent objectives:         <ul> <li>3.1, 3.2, 4.2 Acquire Prewriting, Draft Writing, and E Writing Skills – Generate ideas, identify the main idea and use ideas generated in prewriting to write a draft details. Use strategies to plan and organize writing, a events/processes.</li> <li>5.3 Acquire Skills for Sentence Structure – Use pictur complete thought with subject and verb, and use cor personal pronouns, and conjunctions.</li> <li>4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Spelling, and Conventions Usage Skills – Fluently and events or processes, demonstrating spelling skills with a subject.</li> </ul> </li> </ul> | <b>St (2)</b> of the following extended<br>Expository (Informational/Research)<br>a (appropriate to the type of writing),<br>t with a main idea and supporting-<br>and write brief observations of-<br>res, words, or symbols to express a-<br>rectly: future verb tenses, adjectives,<br>Research) Writing, Handwriting,<br>d legibly write brief observations of<br>th high frequency words and |
| Students at this level are able to perform at or near m                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | oderate levels (2 or 3) on                                                                                                                                                                                                                                                                                                                                                                        |
| Accuracy and Independence, and at or near the h                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | vighest level (3 or 4) on                                                                                                                                                                                                                                                                                                                                                                         |
| Complexity for come (2) of the following extended of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | contont objectives:                                                                                                                                                                                                                                                                                                                                                                               |
| 2 1 2 2 4 2 Acquire Drowriting Draft Writing and E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Experience (Informational/Desearch)                                                                                                                                                                                                                                                                                                                                                               |
| Writing Skills Concrete ideas identify the main idea                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | a (appropriate to the type of writing)                                                                                                                                                                                                                                                                                                                                                            |
| and use ideas generated in prowriting to write a draf                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | a (appropriate to the type of writing),                                                                                                                                                                                                                                                                                                                                                           |
| details. Use strategies to plan and organize writing (                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | and write brief observations of                                                                                                                                                                                                                                                                                                                                                                   |
| overts (processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |
| E 2 Acquiro Skille for Sontoneo Structuro - Uso nistu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ros words or symbols to sympose a                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | rest words, or symbols to express a                                                                                                                                                                                                                                                                                                                                                               |
| personal propeups, and conjunctions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | reeny. ruture verb tenses, aujectives,                                                                                                                                                                                                                                                                                                                                                            |
| 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:                                                                             |  |  |
| o-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.                                                                                            |  |  |
| <ul> <li>5.3 Acquire Skills for Sentence Structure – Use pictures, words, or symbols to express a</li> </ul> |  |  |
| complete thought with subject and verb, and use correctly: future verb tenses, adjectives,                   |  |  |
| personal pronouns, and conjunctions.                                                                         |  |  |
| e 4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,                       |  |  |
| Spelling, and Conventions Usage Skills — Fluently and legibly write brief observations of                    |  |  |
| events or processes, demonstrating spelling skills with high frequency words and                             |  |  |
| capitalization skills.                                                                                       |  |  |
|                                                                                                              |  |  |

|                           | ISAT-Alt Performance Level Descriptors                                                              |  |  |
|---------------------------|-----------------------------------------------------------------------------------------------------|--|--|
| Content Ar                | e <del>a: Language Usage Grade Level: Grade 7</del>                                                 |  |  |
| Advanced                  |                                                                                                     |  |  |
| Students at               | this level are able to perform at or near the <b>highest levels (3 or 4) of Accuracy and</b>        |  |  |
| Independe                 | nce, and at the highest level (4) of Complexity for all (3) of the following                        |  |  |
| extended co               | intent abjectives:                                                                                  |  |  |
| $\sim \frac{2.1}{2}$      | 2.2.2.2.4.2 Acquire Prowriting Draft Writing Draft Povising and Expository                          |  |  |
|                           | 5.2, 5.5, 4.2 Acquire rewriting, Draft Writing, Draft Revising, and Expository                      |  |  |
| <del>(11110</del>         | of mational/Research withing Skins - Generate lacas, denting the main deal (appropriate-            |  |  |
| t <del>o ti</del>         | te type of writing, data local sector and the main prewriting to write a draft write a main         |  |  |
|                           | -and supporting details in logical order. Use strategies to plan and organize writing,              |  |  |
| revis                     | writing for clarity and sequencing, and compose text that identifies a sequence of                  |  |  |
| activ                     | Atles or processes.                                                                                 |  |  |
| <del>0 <u>5.3</u> .</del> | Acquire Skills for Sentence Structure - Use pictures, words, or symbols to express-                 |  |  |
| diffe                     | rent types of sentences (exclamatory, declarative, interrogative, and imperative), and              |  |  |
| <del>use</del> -          | correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.                     |  |  |
| <del>→ 4.2,</del>         | -5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,                    |  |  |
| - Spel                    | <del>ling, and Conventions Usage Skills – Fluently &amp; legibly write text that identifies a</del> |  |  |
| <del>seqt</del>           | ence of events or processes, demonstrating spelling of high frequency & content area                |  |  |
| WOF                       | <del>ds &amp; capitalization.</del>                                                                 |  |  |
| Droficiont                |                                                                                                     |  |  |
| Ctudente et               | this lovel are able to perform at an pear the <b>bigbest lovels (2 or 4) on Accuracy</b>            |  |  |
| Students at               | this level are able to perform at or near the <b>mignest levels (3 or 4) on Accuracy</b> ,          |  |  |
| Independe                 | nce, and complexity for most (2) of the following extended content objectives:                      |  |  |
| <del>o <u>3.1,</u></del>  | 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository-                    |  |  |
| <del>(Inf</del>           | prmational/Research) Writing Skills - Generate ideas, identify the main idea (appropriate-          |  |  |
| <del>to t</del> ł         | ie 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,-             |  |  |
| revis                     | se writing for clarity and sequencing, and compose text that identifies a sequence of               |  |  |
| activ                     | <del>/ities or processes.</del>                                                                     |  |  |
| <del>₀ <u>5.3</u></del>   | Acquire Skills for Sentence Structure — Use pictures, words, or symbols to express                  |  |  |
| diffe                     | rent types of sentences (exclamatory, declarative, interrogative, and imperative), and              |  |  |
| <del>use</del>            | correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.                     |  |  |
| <del>04</del> 2           | 5 1 5 2 5 4 Acquire Expository (Informational/Research) Writing Handwriting                         |  |  |
| <u>Snel</u>               | Ing and Conventions Usage Skills - Election & leably write text that identifies a                   |  |  |
| Sper                      | ing, and events or processes, domentating spalling of blab fraguency & contained area.              |  |  |
| word                      | de & capitalization                                                                                 |  |  |
|                           |                                                                                                     |  |  |
| Partially Pr              |                                                                                                     |  |  |
| Students at               | this level are able to perform at or near moderate levels (2 or 3) on Accuracy and                  |  |  |
| Independe                 | nce, and at or near the highest level (3 or 4) on Complexity for some (2) of the                    |  |  |
| following ex              | tended content objectives:                                                                          |  |  |
| <del></del>               | 3.2.3.3.4.2. Acquire Prewriting Draft Writing Draft Revising and Expository                         |  |  |
|                           | ormational (Decearch) Writing Skills - Concrete ideas, ideastify the main idea (appropriate         |  |  |
| <del>(</del> 1110)        | an adonal Nessearch, writing Skins - Generate ideas, identity the main deal (appropriate            |  |  |
| <del>to ti</del>          | and supporting dotable in local sector like strategies to plan and ergonize writing                 |  |  |
|                           | -and supporting details in logical order. Use strategies to plan and organize writing,              |  |  |
| revis                     | se writing for clarity and sequencing, and compose text that identifies a sequence of               |  |  |
| activ                     | Attes or processes.                                                                                 |  |  |
| <del>o <u>5.3</u> .</del> | Acquire Skills for Sentence Structure – Use pictures, words, or symbols to express                  |  |  |
| diffe                     | rent types of sentences (exclamatory, declarative, interrogative, and imperative), and              |  |  |
| <del>use</del>            | correctly: future verb tenses, adjectives, personal pronouns, and conjunctions.                     |  |  |
| <del>o 4.2,</del>         | -5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,                    |  |  |
| Spel                      | ling, and Conventions Usage Skills - Fluently & legibly write text that identifies a                |  |  |
| sear                      | Jence 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

| <b>Indep</b>   | endence, and at up to a moderate level of Complexity (2) on up to 2 of the extended           |
|----------------|-----------------------------------------------------------------------------------------------|
| content        | t objectives:                                                                                 |
| <del>0</del> — | -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.                                                                      |
| <del>0 -</del> | -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.           |
| <del>0</del>   | -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.                                                                       |

|                                             | Grade Level. Grade O                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
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| duca                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| ude                                         | ts at this level are able to perform at or near the <b>highest levels (3 or 4) of Accuracy and</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| der                                         | endence, and at the highest level (4) of Complexity for all (3) of the following                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
| tene                                        | ed 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| э-                                          | -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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| ĥ                                           | ent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| de                                          | ts at this level are able to perform at or near the highest levels (3 or 4) on Accuracy,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| der                                         | endence, and Complexity for most (2) of the following extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| <u> </u>                                    | -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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|                                             | (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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
|                                             | (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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|                                             | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|                                             | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
| 2                                           | (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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
| 0                                           | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes.<br>-3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
| 0                                           | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes.<br>-3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions -<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly; future                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| ⊖                                           | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes.<br>-3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions -<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| <del>0-</del>                               | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities-<br>or processes.<br>-3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions –<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-<br>verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| <del>0-</del>                               | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes.<br>-3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions –<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-<br>verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common<br>edit marks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
| <del>م</del> ـ                              | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes.<br>-3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions –<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-<br>verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common<br>edit marks.<br>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
| <del>ہ</del> ۔                              | <ul> <li>(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.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently &amp; legibly write text identifying a sequence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
| <b>∂</b> -                                  | <ul> <li>(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.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| <del>ہ</del> ۔                              | <ul> <li>(Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriat 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, revisewriting for clarity and sequencing, and compose text that identifies a sequence of activities or processes.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
| ۰<br>۰                                      | <ul> <li>(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.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills - Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
| •-<br>•-                                    | <ul> <li>(Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriat 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, revisewriting for clarity and sequencing, and compose text that identifies a sequence of activities or processes.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |
| ۰–<br>۰–<br><u>طننا</u>                     | <ul> <li>(Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriat 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.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills - Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| e-<br>e-                                    | <ul> <li>(Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriat 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.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills – Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| e-<br>rtii<br>ider                          | (Informational/Research) Writing Skills - Generate ideas; identify the main idea (appropriat<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions -<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-<br>verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common<br>edit marks4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,<br>Spelling, and Conventions Usage Skills – Fluently & legibly write text identifying a sequence<br>of activities or processes; demonstrate spelling of high frequency & content area words &<br>capitalization.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
| e-<br>rtic<br>ider                          | <ul> <li>(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, revisewriting for clarity and sequencing, and compose text that identifies a sequence of activities or processes.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills - Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
| e-<br>rtic<br>der                           | <ul> <li>(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.</li> <li>-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.</li> <li>-4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting, Spelling, and Conventions Usage Skills - Fluently &amp; legibly write text identifying a sequence of activities or processes; demonstrate spelling of high frequency &amp; content area words &amp; capitalization.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
|                                             | (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 of processes3.4, 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 marks4.2, 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. <b>Hy Proficient</b> ts at this level are able to perform at or near <b>moderate levels (2 or 3) on Accuracy and endence, and at or near the highest level (3 or 4) on Complexity for some (2)</b> of the neg extended content objectives: -3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository-(Informational/Research) Writing the main idea (appropriate to be twoe of writing), and use ideas generated in prewriting to write a draft using a sequence of entity for some (2) of the neg extended content objectives:                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
| e-<br>e-                                    | (Informational/Research) Writing Skills - Generate ideas: identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions –<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-<br>verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common<br>edit marks4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,-<br>Spelling, and Conventions Usage Skills – Fluently & legibly write text identifying a sequence<br>of activities or processes; demonstrate spelling of high frequency & content area words &<br>capitalization. <b>Illy Proficient</b> ts at this level are able to perform at or near <b>moderate levels (2 or 3) on Accuracy and</b> -<br>endence, and at or near the highest level (3 or 4) on Complexity for some (2) of the<br>ng extended content objectives: -3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository-<br>(Informational/Research) Writing Skills – Generate ideas; identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing - revise-                                                                                                                                                                                                                                                                                                                                         |  |  |
| e-<br>e-                                    | (Informational/Research) Writing Skills - Generate ideas: identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequence ideas. Use strategies to plan and organize writing, revise-<br>or processes3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions –<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-<br>verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common<br>edit marks4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,<br>Spelling, and Conventions Usage Skills – Fluently & legibly write text identifying a sequence<br>of activities or processes; demonstrate spelling of high frequency & content area words &-<br>capitalization. <b>Hy Proficient</b> ts at this level are able to perform at or near <b>moderate levels (2 or 3) on Accuracy and</b><br>endence, and at or near the highest level (3 or 4) on Complexity for some (2) of the<br>ng extended content objectives: -3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository-<br>(Informational/Research) Writing Skills – Generate ideas: identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequence ideas. Use strategies to plan and organize writing, revise-                                                                                                                                                                                                                                               |  |  |
| e-                                          | (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 processes3.4, 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 commonedit marks4.2, 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. <b>Hy Profisient</b> ts at this level are able to perform at or near <b>moderate levels (2 or 3) on Accuracy and enderce, and at or near the highest level (3 or 4) on Complexity for some (2) of the neg extended content objectives3.1, 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 organize.</b>                                                                                                                                                                                                                                                                                           |  |  |
|                                             | (Informational/Research) Writing Skills - Generate ideas: identify the main idea (appropriate<br>to the type of writing), and use ideas generated in prewriting to write a draft using a<br>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br>or processes3.4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions –<br>Use pictures, words, or symbols to express different structures of sentences (simple and<br>compound), demonstrating capitalization and punctuation skills and use correctly: future-<br>verb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common<br>edit marks4.2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,<br>Spelling, and Conventions Usage Skills – Fluently & legibly write text identifying a sequence<br>of activities or processes; demonstrate spelling of high frequency & content area words &<br>capitalization. <b>Hy Proficient</b> ts at this level are able to perform at or near <b>moderate levels (2 or 3) on Accuracy and<br/>endence, and at or near the highest level (3 or 4) on Complexity for some (2) of the<br/>ng extended content objectives: -3.1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository<br/>(Informational/Research) Writing Skills – Generate ideas: identify the main idea (appropriate<br/>to the type of writing), and use ideas generated in prewriting to write a draft using a-<br/>template to logically sequence ideas. Use strategies to plan and organize writing, revise-<br/>writing for clarity and sequencing, and compose text that identifies a sequence of activities<br/>or processes.</b>                                                                                                                                                                                                                      |  |  |
| e-<br><del>ortic</del><br>uder<br>tow<br>e- | (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 processes3.4, 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 marks4.2, 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. <b>Ity Proficient</b> ts at this level are able to perform at or near <b>moderate levels (2 or 3) on Accuracy and-endece, and at or near the highest level (3 or 4) on Complexity for some (2) of the neg 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 sequence ideas. Use strategies to plan and organize writing, revise-writing for clarity and sequence ideas. Use strategies to plan and organize writing, revise-writing for clarity and sequence ideas. Use strategies to plan and organize writing, revise-writing for clarity and sequence ideas. Use strategies to plan and organize writing, revise-writing for clar</b> |  |  |

Use pictures, words, or symbols to express different structures of sentences (simple and compound), demonstrating capitalization and punctuation skills and use correctly: futureverb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using commonedit marks.

| e<br>e         | pelling, and Conventions Usage Skills — Fluently & legibly write text identifying a sequence<br>if activities or processes; demonstrate spelling of high frequency & content area words &<br>apitalization. |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emergin        | <del>9</del>                                                                                                                                                                                                |
| Students       | at this level are able to perform at up to a moderate level (3) of Accuracy and                                                                                                                             |
| Indepen        | dence, and at up to a moderate level of Complexity (2) on up to 2 of the extended                                                                                                                           |
| content c      | ablectives:                                                                                                                                                                                                 |
| <del>~_3</del> | 1, 3.2, 3.3, 4.2 Acquire Prewriting, Draft Writing, Draft Revising, and Expository                                                                                                                          |
| <del>(</del>   | Informational/Research) Writing Skills - Generate ideas, identify the main idea (appropriate-                                                                                                               |
| ŧ              | the type of writing), and use ideas generated in prewriting to write a draft using a                                                                                                                        |
| ŧ              | emplate to logically sequence ideas. Use strategies to plan and organize writing, revise-                                                                                                                   |
| ₩              | riting for clarity and sequencing, and compose text that identifies a sequence of activities                                                                                                                |
| e              | r processes.                                                                                                                                                                                                |
| <del>0 3</del> | .4, 5.3, 5.4 Acquire Skills for Editing a Draft, Sentence Structure and Use of Conventions                                                                                                                  |
| f              | Ise pictures, words, or symbols to express different structures of sentences (simple and                                                                                                                    |
| e              | ompound), demonstrating capitalization and punctuation skills and use correctly: future-                                                                                                                    |
|                | erb tenses, adjectives, personal pronouns, and conjunctions. Edit for errors using common-                                                                                                                  |
| e              | <del>dit marks.</del>                                                                                                                                                                                       |
| <del>0 4</del> | .2, 5.1, 5.2, 5.4 Acquire Expository (Informational/Research) Writing, Handwriting,                                                                                                                         |
| 5              | pelling, and Conventions Usage Skills - Fluently & legibly write text identifying a sequence                                                                                                                |
| e              | f activities or processes; demonstrate spelling of high frequency & content area words &                                                                                                                    |
| e              | apitalization.                                                                                                                                                                                              |
| ISAT-Alt Performance                                                | Level Descriptors                                          |
|---------------------------------------------------------------------|------------------------------------------------------------|
| Content Area: Language Usage                                        | Grade Level: Grade 9/10                                    |
| Advanced                                                            |                                                            |
| Students at this level are able to perform at or near the           | e highest levels (3 or 4) of Accuracy and                  |
| Independence, and at the highest level (4) of Cor                   | nplexity for all (3) of the following-                     |
| extended content objectives:                                        |                                                            |
| o-3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draf                  | Writing, Draft Revising, and Expository                    |
| (Informational/Research) Writing Skills, and Pu                     | Iblish Writing- Generate ideas, identify the               |
| main idea (appropriate to the writing type), an                     | d use ideas generated in prewriting to write a             |
| draft with a main idea and sequenced supporting                     | <del>ng details. Use strategies to plan and organize</del> |
| writing, revise writing for clarity and sequencin                   | g, and compose expository text on a main-                  |
| idea with beginning, middle, and ending parag                       | raphs; publish the improved piece of writing.              |
| →                                                                   | Sentence Structure and Use of Conventions -                |
| Use pictures, words, or symbols to express var                      | ied sentences types (simple & compound),                   |
| demonstrating capitalization and punctuation s                      | kills and use of pronouns, subject/verb-                   |
| agreement, verb tense, & adjectives. Edit for fl                    | uency and for errors using common edit-                    |
| marks.                                                              |                                                            |
| <ul> <li>-4.2, 5.4 Acquire Expository (Informational/Res</li> </ul> | earch) Writing and Conventions Usage Skills                |
| <ul> <li>Write a job application and demonstrate use</li> </ul>     | of punctuation and capitalization skills.                  |
|                                                                     |                                                            |
| Proficient                                                          |                                                            |
| Students at this level are able to perform at or near the           | e highest levels (3 or 4) on Accuracy,                     |
| Independence, and Complexity for most (2) of the                    | e following extended content objectives:                   |
| <del>o 3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draf</del>       | t Writing, Draft Revising, and Expository                  |
| (Informational/Research) Writing Skills, and Pu                     | Iblish Writing- Generate ideas, identify the               |
| main idea (appropriate to the writing type), an                     | <del>d use ideas generated in prewriting to write a</del>  |
| draft with a main idea and sequenced supporting                     | <del>ng details. Use strategies to plan and organize</del> |
| writing, revise writing for clarity and sequencin                   | g, and compose expository text on a main-                  |
| idea with beginning, middle, and ending parag                       | raphs; publish the improved piece of writing.              |
| <ul> <li><del>o</del></li></ul>                                     | Sentence Structure and Use of Conventions -                |
| Use pictures, words, or symbols to express var                      | ied sentences types (simple & compound),                   |
| demonstrating capitalization and punctuation s                      | kills and use of pronouns, subject/verb                    |
| agreement, verb tense, & adjectives. Edit for fl                    | uency and for errors using common edit                     |
| <del>marks.</del>                                                   |                                                            |
| o-4.2, 5.4 Acquire Expository (Informational/Res                    | earch) Writing and Conventions Usage Skills                |
| <ul> <li>Write a job application and demonstrate use</li> </ul>     | of punctuation and capitalization skills.                  |
|                                                                     |                                                            |
| Partially Proficient                                                |                                                            |
| Students at this level are able to perform at or near m             | oderate levels (2 or 3) on Accuracy and                    |
| Independence, and at or near the highest level (3                   | 3 or 4) on Complexity for some (2) of the                  |
| following extended content objectives:                              |                                                            |
| o-3.1, 3.2, 3.3, 3.5, 4.2 Acquire Prewriting, Draft                 | Writing, Draft Revising, and Expository                    |
| (Informational/Research) Writing Skills, and Pu                     | Iblish Writing- Generate ideas, identify the               |
| main idea (appropriate to the writing type), an                     | d use ideas generated in prewriting to write a             |
| draft with a main idea and sequenced supporting                     | ng details. Use strategies to plan and organize            |
| writing, revise writing for clarity and sequencin                   | g, and compose expository text on a main                   |
| idea with beginning, middle, and ending parage                      | aphs; publish the improved piece of writing.               |
| e 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 var                      | ied sentences types (simple & compound)                    |
| demonstrating capitalization and punctuation s                      | kills and use of pronouns, subject/verb-                   |
|                                                                     |                                                            |

agreement, verb tense, & adjectives. Edit for fluency and for errors using common editmarks.

- 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

| Studer            | its at this level are able to perform at up to a moderate level (3) of Accuracy and                       |
|-------------------|-----------------------------------------------------------------------------------------------------------|
| Indep             | endence, and at up to a moderate level of Complexity (2) on up to 2 of the extended                       |
| <del>conten</del> | t objectives:                                                                                             |
| <del>0</del>      | -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.                |
| <del>0 -</del>    | -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.                                                                                                    |
| <del>0</del>      | -4.2, 5.4 Acquire Expository (Informational/Research) Writing and Conventions Usage Skills                |
|                   | <ul> <li>Write a job application and demonstrate use of punctuation and capitalization skills.</li> </ul> |

### **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/orcalculator 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.
- e-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 circlegraphs 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/orcalculator 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 threedimensional 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 circlegraphs 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:

- o—1.2 Perform Computation Accurately Use objects, pictures, symbolic systems and/orcalculator 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.
- e 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Compare two- and threedimensional 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 circlegraphs in order to answer a question.

### **Emerging**

- —1.2 Perform Computation Accurately Use objects, pictures, symbolic systems and/orcalculator 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.

 0 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Compare two- and threedimensional shapes in the environment, and develop vocabulary to describe attributes.
 0 5.2 Collect, Organize, and Display Data - Organize and display data in bar graphs or circlegraphs 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:

- 2.1 Understand and use U.S. Customary and Metric Measurements –Identify the standardtools 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.
- o 4.1 Apply Concepts of Size, Shape, and Spatial Relationships Identify parallel,

### **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:

- Description 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 standardtools 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.
- S.2 Collect, Organize, and Display Data Organize data in a table or line graphs in order to chart to answer a question.

### **Emerging**

- 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 standardtools to make formal measurements of length, time, temperature, and weight.
- $_{\odot}$  3.1 Use Algebraic Symbolism to Represent Mathematical Relationships Compare objects or pictures using vocabulary or symbols for (<, >, =) to express relationships with quantity.

 0 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Identify parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes.
 0 5.2 Collect, Organize, and Display Data - Organize data in a table or line graphs in order tochart to answer a question.

### **ISAT-Alt Performance Level Descriptors**

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

### **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 appropriateunits 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, bargraphs, 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 ex

- 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 appropriateunits 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.
- .1 Apply Concepts of Size, Shape, and Spatial Relationships -Identify a polygon anddevelop vocabulary to describe the attributes.
- 5.2 Collect, Organize, and Display Data Organize data and display data in a tables, bargraphs, 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 orcalculator to solve addition or subtraction problems.
- -2.1 Understand and Use U.S. Customary and Metric Measurements Select appropriateunits 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, bargraphs using title. -Inhels

### Emerging

- -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.

| 0 | 4.1 Apply Concepts of Size Shape and Spatial Relationships- Identify a polygon and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ŭ | design and the set of |
|   | develop vocabulary to describe the attributes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 0 | 5.2 Collect Organize and Display Data - Organize data and display data in a tables bar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

5.2 Collect, Organize, and Display Data – Organize data and display data in a tables, bi graphs and circle or line graphs using title labels and reasonable scales.

| Conter                                           | tt Area: Mathematics Grade Level: Grade                                                             |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Advanc                                           | ed.                                                                                                 |
| Student                                          | s at this level are able to perform at or pear the <b>highest levels (3 or 4) on Accuracy an</b>    |
| Indepe                                           | ndence, and at the highest level (4) on Complexity for all (5) of the following extended            |
|                                                  | 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.               |
| <u> </u>                                         | 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.                                              |
| <del>~~~</del>                                   | 4.1 Apply Concepts of Size, Shape, and Spatial Relationships – Arrange shapes to show               |
| •                                                | congruence, similarities, and line symmetry of shapes.                                              |
| <del>~~~</del>                                   | 5.1 Understand Data Analysis – Read and interpret charts and graphs, including line graphs,         |
| •                                                | bar graphs, frequency charts, or circle graphs.                                                     |
| Proficie                                         | <del>nt</del>                                                                                       |
| Student                                          | s at this level are able to perform at or near the highest levels (3 or 4) on Accuracy.             |
| <del>near th</del>                               | e highest level (3) on Independence, and at or near the highest level (3 or 4) on                   |
| Comple                                           | xity 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.               |
| <del>~ ~</del>                                   | 2.1 Understand and use U.S. Customary and Metric Measurements – Select and use-                     |
| ;                                                | appropriate units and tools to make formal measurements.                                            |
| <del>~~~</del>                                   | 3.4 Understand the Concept of Functions – Extend whole number patterns, using-                      |
| ÷                                                | manipulatives and pictorial representations if needed.                                              |
| <del>0</del>                                     | 4.1 Apply Concepts of Size, Shape, and Spatial Relationships – Arrange shapes to show-              |
| ,                                                | congruence, similarities, and line symmetry of shapes.                                              |
| <del>~ ~</del>                                   | 5.1 Understand Data Analysis – Read and interpret charts and graphs, including line graphs,         |
|                                                  | bar graphs, frequency charts, or circle graphs.                                                     |
|                                                  | v Proficient                                                                                        |
| Student                                          | s at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and             |
| Indepe                                           | ndence and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of                   |
| the follo                                        | wing extended content objectives:                                                                   |
| <del>~~~</del>                                   | 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.               |
| <del>~~~</del>                                   | 2.1 Understand and use U.S. Customary and Metric Measurements - Select and use-                     |
| 1                                                | appropriate units and tools to make formal measurements.                                            |
| <del>0                                    </del> | 3.4 Understand the Concept of Functions - Extend whole number patterns, using-                      |
|                                                  | manipulatives and pictorial representations if needed.                                              |
| <del>~~~</del>                                   | 4.1 Apply Concepts of Size, Shape, and Spatial Relationships – Arrange shapes to show               |
| •                                                | congruence, similarities, and line symmetry of shapes.                                              |
| <del>0                                    </del> | 5.1 Understand Data Analysis – Read and interpret charts and graphs, including line graphs,         |
| -                                                | bar graphs, frequency charts, or circle graphs.                                                     |
| Emorai                                           |                                                                                                     |
| Studopt                                          | ny<br>at this loval are able to perform up to moderate lovals (2) on Accuracy and                   |
| Indone                                           | ndence, and un to a basic level (2) of Complexity on up to 2 of the extended content.               |
| <u>objectiv</u>                                  | $\frac{1}{2}$                                                                                       |
|                                                  | us.<br>1-2 Perform Computations Accurately - Add, subtract, multiply, or divide single digit whole. |
| <del>.</del>                                     | aumbers or simple decimals, with or without the use of a calculator or manipulatives.               |
| <u> </u>                                         | 2.1. Understand and use U.S. Customary and Matric Magguraments - Salast and use                     |
|                                                  | appropriate units and tools to make formal measurements.                                            |
|                                                  | appropriate antis and tools to make formal measurements.                                            |

 3.4 Understand the Concept of Functions – Extend whole number patterns, usingmanipulatives and pictorial representations if needed.

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

### **ISAT-Alt Performance Level Descriptors** Grade Level: Grade 7 **Content Area: Mathematics 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 useappropriate units and tools to make formal measurements. -3.4 Understand the Concept of Functions - Extend simple patterns involving rationalnumbers, 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 obj .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 useappropriate units and tools to make formal measurements. 3.4 Understand the Concept of Functions - Extend simple patterns involving rationalnumbers, 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 objective -1.2 Perform Computations Accurately - Add, subtract, multiply, or divide single-digit wholenumbers or positive integers, with or without the use of a calculator or manipulatives. o-2.1 Understand and use U.S. Customary and Metric Measurements - Select and useappropriate units and tools to make formal measurements. 3.4 Understand the Concept of Functions - Extend simple patterns involving rationalnumbers, including decimals as inputs. 4.1 Apply Concepts of Size, Shape, and Spatial Relationships - Arrange shapes to showcongruence, 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 contentobjectives: .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 rationalnumbers, including decimals as inputs.

- 4.1 Apply Concepts of Size, Shape, and Spatial Relationships- Arrange shapes to show θ
- 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. θ-

### 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.
- --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 showcongruence, 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:

- 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

- — 1.2 Perform Computations Accurately Add, subtract, multiply, or divide rational numbers, with or without the use of a calculator or manipulatives.
- e-3.4 Understand the Concept of Functions Extend simple patterns and match the rule

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|-----------|------|----------------------------------------------------------------------------------------------------------------|--------------------------|--------------|-------------------|
|           |      | <u>AAAA14A10A</u> 10A                                                                                          |                          | A PATIONAL   | - numbere         |
| Turiotion | that | <b>Generated</b> the                                                                                           | pattern usin             | y rational   | Humbers.          |

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

θ

| Advan                    | and the second                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Studen                   | ts at this level are able to perform at or pear the <b>bigbest levels (3 or 4) on Accuracy and</b>                                                                                                               |
| Inden                    | ndence and at the highest level (4) on Complexity for all (5) of the following extended                                                                                                                          |
| content                  | -ohiertives:                                                                                                                                                                                                     |
| 001110111<br>0           | -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.                                                                                                                                                                        |
| <del>0</del>             | -2.1 Understand and use U.S. Customary and Metric Measurements - Select and use                                                                                                                                  |
|                          | appropriate tool correctly.                                                                                                                                                                                      |
| <del>0 -</del>           | -3.3 Solve Algebraic Equations and Inequalities – Match a math problem with a graphical                                                                                                                          |
|                          | representation.                                                                                                                                                                                                  |
| <del>0</del> —           | -4.1 Apply Concepts of Size, Shape, and Spatial Relationships – Arrange shapes to show-                                                                                                                          |
|                          | congruence, similarities, and line symmetry of shapes.                                                                                                                                                           |
| <del>0</del>             | -5.1 Understand Data Analysis – Read and interpret tables, charts, and graphs, including line                                                                                                                    |
|                          | graphs, bar graphs, frequency tables, or circle graphs.                                                                                                                                                          |
|                          |                                                                                                                                                                                                                  |
| <b>Totici</b>            | ent                                                                                                                                                                                                              |
| studen                   | ts at this level are able to perform at or near the <b>highest levels (3 or 4) on Accuracy,</b>                                                                                                                  |
| <del>lear t</del> i      | te highest level (3) on Independence, and at or near the highest level (3 or 4) on                                                                                                                               |
| <del>.ompi</del>         | <b>EXITY</b> for <b>most (3–4)</b> of the following extended content objectives:                                                                                                                                 |
| <del>0</del>             | -1.2 renorm computations accurately - use single digit addition, subtraction, and                                                                                                                                |
|                          | the use of a calculator or manipulatives                                                                                                                                                                         |
| -                        | 2.1 Understand and use U.S. Customary and Metric Measurements – Select and use                                                                                                                                   |
| 0                        | appropriate teol correctly.                                                                                                                                                                                      |
| ~                        | 2.2. Solve Algebraic Equations and Inequalities – Match a math problem with a graphical                                                                                                                          |
| 0                        | representation                                                                                                                                                                                                   |
| <del>~</del>             | -4.1 Apply Concepts of Size. Shape, and Spatial Relationships - Arrange shapes to show-                                                                                                                          |
|                          | congruence, similarities, and line symmetry of shapes.                                                                                                                                                           |
| <del>0</del> —           | -5.1 Understand Data Analysis - Read and interpret tables, charts, and graphs, including line                                                                                                                    |
|                          | graphs, bar graphs, frequency tables, or circle graphs.                                                                                                                                                          |
|                          |                                                                                                                                                                                                                  |
| ' <mark>artia</mark> l   | ly Proficient                                                                                                                                                                                                    |
| Studen                   | ts at this level are able to perform at or near moderate levels (2 to 3) on Accuracy and                                                                                                                         |
| (ndepo                   | endence, and at or near moderate levels (2 or 3) on Complexity for some (2 to 3) of                                                                                                                              |
| he foll                  | owing extended content objectives:                                                                                                                                                                               |
| <del>0</del> —           | -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.                                                                                                                                                                        |
| <del>0</del>             | -2.1 Understand and use U.S. Customary and Metric Measurements – Select and use-                                                                                                                                 |
|                          | appropriate tool correctly.                                                                                                                                                                                      |
| <del>0</del> —           | -3.3 Solve Algebraic Equations and Inequalities – Match a math problem with a graphical                                                                                                                          |
|                          | representation.                                                                                                                                                                                                  |
| <del>0</del>             | -4. TAPPTY CONCEPTS OF SIZE, Shape, and Spatial Relationships - Arrange shapes to show                                                                                                                           |
|                          | Congruence, similarities, and mice symmetry of sinapes.                                                                                                                                                          |
| <del>0</del>             | -5. FUnderstand Data Analysis - Read and Interpret tables, charts, and graphs, including line                                                                                                                    |
|                          | graphs, bar graphs, inequency tables, or circle graphs.                                                                                                                                                          |
|                          |                                                                                                                                                                                                                  |
| <u>merg</u>              | my                                                                                                                                                                                                               |
| <del>Juden</del>         | is at this level are able to perform up to moderate levels (3) on Accuracy and                                                                                                                                   |
| ment                     | cnuence, and up to a pasic level (2) of complexity on up to 2 of the extended content                                                                                                                            |
| shiceti                  |                                                                                                                                                                                                                  |
| <del>)bjecti</del> v     | 1. 2. Derform Computations Assurately                                                                                                                                                                            |
| <del>objectiv</del><br>o | <del>/cs:</del><br>- <del>1.2 Perform Computations Accurately – Use single digit addition, subtraction, and</del><br>multiplication problems with rational numbers using an order of apprations, with ar without |

- -2.1 Understand and use U.S. Customary and Metric Measurements Select and useappropriate tool correctly.
- 3.3 Solve Algebraic Equations and Inequalities Match a math problem with a graphicalrepresentation.
- . 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 linegraphs, bar graphs, frequency tables, or circle graphs.

### **ISAT-Alt Performance Level Descriptors**

Grade Level: Grade 5

### **Advanced**

**Content Area: Science** 

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:

- o-Nature of Science Use observations and data to make a prediction
- o-Physical Science Describe the physical differences among solids, liquids, and gases
- -Biology Understand traits that are passed from parents to offspring
- e 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:

- e-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
- o 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 (crosion, climate, tectonics, and continental drift) are connected
- o Technology Demonstrate how science and technology are part of a student's life

### Emerging

- o Physical Science Describe the physical differences among solids, liquids, and gases
- •—Biology Understand traits that are passed from parents to offspring
- e—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:

- Physical Science Identify the properties of matter
- -Biology Communicate how dominant and recessive traits are inherited
- e-Earth Science Identify the water cycle and its relationship to weather and climate
- o 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:

- Physical Science Identify the properties of matter
- -Biology Communicate how dominant and recessive traits are inherited
- e-Earth Science Identify the water cycle and its relationship to weather and climate
- o-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:

- Physical Science Identify the properties of matter
- Biology Communicate how dominant and recessive traits are inherited
- e-Earth Science Identify the water cycle and its relationship to weather and climate
- o-Technology Identify an alternate source of energy

### **Emerging**

- Nature of Science Identify observation data to use in defendable inferences.
- Physical Science Identify the properties of matter
- Biology Communicate how dominant and recessive traits are inherited
- e-Earth Science Identify the water cycle and its relationship to weather and climate
- o-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:

- o-Nature of Science Demonstrate understanding of a system
- o 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
- o 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
- e 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:

- ----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
- o-Technology Identify common environmental issues with water, air quality, or trash

### **Emerging**

- Physical Science Identify matter that has basic electrical properties
- -Biology Identify different functions of particular cell structures
- e 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

> <u>As approved by the</u> <u>Idaho State Board of Education</u> <u>June 15, 2017</u>

|                          |         |         | NCSC Math | ematics |         |         |          |
|--------------------------|---------|---------|-----------|---------|---------|---------|----------|
|                          | Grade 3 | Grade 4 | Grade 5   | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
| <u>% Level 1</u>         | 25      | 32      | 22        | 30      | 16      | 25      | 19       |
| <u>% Level 2</u>         | 20      | 28      | 31        | 29      | 33      | 23      | 31       |
| <u>% Level 3</u>         | 36      | 23      | 32        | 17      | 34      | 26      | 25       |
| <u>% Level 4</u>         | 20      | 17      | 14        | 24      | 17      | 25      | 25       |
| <u>% Level 3 &amp; 4</u> | 56      | 40      | 46        | 41      | 51      | 51      | 50       |

# **CONFIDENTIAL**

# **CONFIDENTIAL**

|                          |         | <u>N</u> | CSC English | Language Ar | <u>ts</u> |         |          |
|--------------------------|---------|----------|-------------|-------------|-----------|---------|----------|
|                          | Grade 3 | Grade 4  | Grade 5     | Grade 6     | Grade 7   | Grade 8 | Grade 11 |
| <u>% Level 1</u>         | 39      | 34       | 23          | 33          | 32        | 28      | 28       |
| <u>% Level 2</u>         | 25      | 20       | 30          | 30          | 17        | 28      | 18       |
| <u>% Level 3</u>         | 26      | 36       | 37          | 26          | 36        | 26      | 35       |
| <u>% Level 4</u>         | 9       | 10       | 10          | 11          | 15        | 18      | 19       |
| <u>% Level 3 &amp; 4</u> | 35      | 46       | 47          | 37          | 51        | 44      | 54       |

|         |                                             |                                                                                                          |                                                                                      |                                |                                                                                   | S                                                          | T/                                                                             | ١T                                       | Ε                                                                                                                                                  | DE                                                                              | ΞP                                                              | A'                                                                          | R<br>µ                                               | TI<br>NI                                                            | MI<br>E                                                    | EN<br>1/                                 | ٦٦<br>5                                                 | 0<br>20                                                                                             | F<br>17                                                                           | E                                                          | Dl                                                                    | JC                                     | CA                                    | T                                                                              | 0                                                                             | N                                  |                                                                                 |                                                 |
|---------|---------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------|---------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------|
| Level 4 | High tout complexity. Tout                  | with detailed and implied complex ideas and                                                              | relationships; a variety of sentence types<br>including phrases and transition words | In reading, he/she is able to: | <ul> <li>determine the central idea and supporting</li> </ul>                     | details in literary text                                   | <ul> <li>determine the main idea and identify</li> </ul>                       | supporting details in informational text | <ul> <li>determine the main idea of visually<br/>presented information</li> </ul>                                                                  | <ul> <li>identify the purpose of text features in</li> </ul>                    | informational text                                              | <ul> <li>use information from charts, graphs,</li> </ul>                    | diagrams, or timelines in informational              | text to answer questions                                            | <ul> <li>use context to identify the meaning of</li> </ul> | multiple meaning words                   | • •                                                     | 20                                                                                                  | 17                                                                                |                                                            |                                                                       |                                        |                                       |                                                                                |                                                                               |                                    |                                                                                 |                                                 |
| Level 3 | Madawata taut samalaultu Taut               | with clear, complex ideas and relationships and                                                          | simple: compound sentences.                                                          | In reading, he/she is able to: | <ul> <li>determine the central idea and supporting details</li> </ul>             | in literary text                                           | <ul> <li>determine the main idea and identify supporting</li> </ul>            | details in informational text            | <ul> <li>determine the main used of visually presented<br/>information</li> </ul>                                                                  | <ul> <li>identify the purpose of text features in</li> </ul>                    | informational text                                              | <ul> <li>use information from charts, graphs, diagrams, or</li> </ul>       | timelines in informational text to answer questions  | <ul> <li>use context to identify the meaning of multiple</li> </ul> | meaning words                                              | AND with High text complexity - Text     | with detailed and implied complex ideas and             | <u>relationships;</u> a variety of sentence types includin <u>a</u><br>phrases and transition words | <ul> <li>use details from a literary text to answer specific</li> </ul>           | questions                                                  | <ul> <li>describe the relationship between characters, and</li> </ul> | character and setting in literary text | AND with accuracy, he/she is able to: | <ul> <li>identify grade level words</li> </ul>                                 |                                                                               | AND in writing, he/she is able to: | <ul> <li>identify a text feature (e.g., captions, graphs or</li> </ul>          | diagrams) to present information in explanatory |
| Level 2 | I am to a a a a a a a a a a a a a a a a a a | <b>LOW LEXIL COMPLEXITY -</b> Brief Lexit With<br>straightforward ideas and relationships; short, simple | sentences.                                                                           | In reading, he/she is able to: | <ul> <li>determine the central idea and supporting details in literary</li> </ul> | text                                                       | <ul> <li>determine the main idea and identify supporting details in</li> </ul> | informational text                       | <ul> <li>determine the main loca of visually presented micromation</li> <li>identify the purpose of fext features in informational text</li> </ul> | <ul> <li>use information from charts, graphs, diagrams, or timelines</li> </ul> | in informational text to answer questions                       | <ul> <li>use context to identify the meaning of multiple meaning</li> </ul> | words                                                |                                                                     |                                                            | AND with Moderate text complexity - Text | with clear, complex ideas and relationships and simple; | compound sentences.                                                                                 | <ul> <li>use details from a literary text to answer specific questions</li> </ul> | describe the relationship between characters and character | and setting in literary text                                          |                                        | AND with accuracy, he/she is able to: | <ul> <li>identify simple words (i.e., words with a consonant at the</li> </ul> | <u>beginning, a consonant at the end, and a short vowel in the</u><br>middle) | AND in writing, he/she is able to: | <ul> <li>identify elements of a narrative text to include beginning.</li> </ul> | middle, and end                                 |
| Level 1 | Laur tout committee Duict                   | text with straightforward ideas and                                                                      | relationships; short, simple sentences.                                              | In reading, he/she is able to: | <ul> <li>identify the topic of a literary text</li> </ul>                         | <ul> <li>identify a detail from a literary text</li> </ul> | <ul> <li>identify a character or setting in a literary</li> </ul>              | text                                     | <ul> <li>Identify the topic of an informational text</li> <li>identify a title caption or heading in an</li> </ul>                                 | informational text                                                              | <ul> <li>identify an illustration related to a given</li> </ul> | topic                                                                       | <ul> <li>identify a topic presented by an</li> </ul> | illustration                                                        | <ul> <li>identify the meaning of words (i.e.,</li> </ul>   | (sunou                                   |                                                         |                                                                                                     |                                                                                   |                                                            |                                                                       |                                        |                                       |                                                                                |                                                                               | AND in writing, he/she is able to: | <ul> <li>identify a statement related to an</li> </ul>                          | everyday topic                                  |

Grade 3 ELA Performance Level Descriptors

|                                                                                                                                                                                            | STATE DEPARTMENT OF EDUCAT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ΓΙΟΝ                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 4<br><u>High text complexity - Text with</u><br><u>detailed and implied complex ideas and</u><br><u>relationships: a variety of sentence types</u><br>including and transition words | <ul> <li>In reading, he/she is able to:         <ul> <li>determine the theme of liferary text and identify supportive details</li> <li>determine the main idea of informational text</li> <li>explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</li> <li>use information from charts, graphs, diagrams, or timelines in informational text</li> <li>use general academic words</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                             |
| Level 3<br>Moderate text complexity - Text<br>with clear, complex ideas and relationships and<br>simple; compound sentences.                                                               | <ul> <li>In reading, he/she is able to:         <ul> <li>determine the theme of literary text and identify supportive details</li> <li>determine the main idea of informational text supportive details</li> <li>determine the main idea of informational text supportives to an understanding of informational text or answer questions</li> <li>use information from charts, graphs, diagrams, or timelines in informational text or answer questions</li> <li>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>use graneral academic words</li> <li>use graneral academic words</li> </ul> </li> <li>AND with High text complexity - Text with detailed and implied complexity - Text with details from a literary text to answer specific questions</li> <li>use details from a literary text to answer specific questions</li> <li>use details from a literary text to answer specific questions</li> <li>use context to identify the meaning of multiple meaning words</li> <li>MOD with accuracy, he/she is able to: identify grade level words</li> </ul>                                                         | <ul> <li>AND in writing. he/she is able to:         <ul> <li>identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</li> </ul> </li> </ul>                                                                |
| <u>Level 2</u><br><u>Low text complexity</u> - Brief text with<br>straightforward ideas and relationships; short, simple sentences.                                                        | In reading, he/she is able to:            • determine the theme of literary text and identify supportive details             • determine the main idea of informational text             • locate information in charts, graphs, diagrams, or timelines in informational text to answer questions             • use informational text to answer questions             • use general academic words             • use general academic words             • use details from a literary text to answer specific questions             • use details from a literary text to answer specific questions             • use context to identify the meaning of multiple meaning words             • use context to identify the meaning of multiple meaning words             • use context to identify the meaning of multiple meaning words             • use context to identify the meaning of multiple meaning words             • use context to identify the end, and a short vowel in the middle | <ul> <li>AND in writing, he/she is able to:         <ul> <li>identify elements of a narrative text to include beginning.</li> <li>middle, and end</li> <li>identify a concluding sentence related to information in explanatory text</li> </ul> </li> </ul> |
| <u>Level 1</u><br>Low text complexity - Brief<br>text with straightforward ideas and<br>relationships; short, simple sentences.                                                            | In reading, he/she is able to:            i dentify a topic of a literary text             i dentify a detail from a literary text             i dentify a character in a literary text             i dentify a character in a literary text             i dentify a topic of an informational text             use context to identify the meaning of         multiple meaning words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul> <li>AND in writing. he/she is able to:</li> <li>identify the concluding sentence in a short explanatory text</li> </ul>                                                                                                                                |

Grade 4 ELA Performance Level Descriptors

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

Grade 5 ELA Performance Level Descriptors

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

Grade 6 ELA Performance Level Descriptors

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

# Grade 7 ELA Performance Level Descriptors

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

# Grade 8 ELA Performance Level Descriptors

| Level 1                                                            | Level 2                                                           | Level 3                                                           | Level 4                                                           |
|--------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|
| Low text complexity -                                              | Low text complexity -                                             | Moderate text complexity - Text                                   | High text complexity - Text with                                  |
| Brief text with straightforward ideas and                          | Brief text with straightforward ideas and                         | with clear, complex ideas and relationships and                   | detailed and implied complex ideas and                            |
| relationships; short, simple sentences.                            | relationships; short, simple sentences.                           | simple; compound sentences.                                       | relationships; a variety of sentence types                        |
|                                                                    |                                                                   |                                                                   | including phrases and transition words.                           |
| <u>In reading, he/she is able to:</u>                              | <u>In reading, he/she is able to:</u>                             | In reading, he/she is able to:                                    | In reading, he/she is able to:                                    |
| <ul> <li>identify a summary of a literary text</li> </ul>          | <ul> <li>use details to support a summary of literary</li> </ul>  | <ul> <li>use details to support a summary of literary</li> </ul>  | <ul> <li>use details to support a summary of literary</li> </ul>  |
| <ul> <li>identify an event from a literary text</li> </ul>         | text                                                              | text                                                              | text                                                              |
| <ul> <li>identify the central idea of an informational</li> </ul>  | <ul> <li>identify a conclusion from an informational</li> </ul>   | <ul> <li>use details to support a conclusion presented</li> </ul> | <ul> <li>use details to support a conclusion presented</li> </ul> |
| text                                                               | text                                                              | in informational text                                             | in informational text                                             |
| <ul> <li>identify facts from an informational text</li> </ul>      | <ul> <li>identify key details that support the</li> </ul>         | <ul> <li>identify key details that support the</li> </ul>         | <ul> <li>identify key details that support the</li> </ul>         |
| <ul> <li>identify what an author tells about a topic in</li> </ul> | <u>development</u> of a central idea of an                        | <u>development of a central idea of an</u>                        | development of a central idea of an                               |
| informational text                                                 | informational text                                                | informational text                                                | informational text                                                |
| <ul> <li>use context to identify the meaning of</li> </ul>         | <ul> <li>use details presented in two informational</li> </ul>    | <ul> <li>use details presented in two informational</li> </ul>    | <ul> <li>use details presented in two informational</li> </ul>    |
| multiple meaning words                                             | texts to answer a question                                        | texts to answer a question                                        | texts to answer a guestion                                        |
| <ul> <li>identify a word used to describe a person,</li> </ul>     | <ul> <li>explain why an author uses specific word</li> </ul>      | <ul> <li>explain why an author uses specific word</li> </ul>      | <ul> <li>explain why an author uses specific word</li> </ul>      |
| place, thing, action or event                                      | choices within texts                                              | choices within texts                                              | choices within texts                                              |
|                                                                    | AND with Moderate text complexity -                               | AND with High text complexity - Text                              |                                                                   |
|                                                                    | Text with clear, complex ideas and relationships                  | with detailed and implied complex ideas and                       |                                                                   |
|                                                                    | and simple; compound sentences.                                   | relationships; a variety of sentence types                        |                                                                   |
|                                                                    |                                                                   | including phrases and transition words.                           |                                                                   |
|                                                                    | <ul> <li>evaluate how the author's use of specific</li> </ul>     | <ul> <li>evaluate how the author's use of specific</li> </ul>     |                                                                   |
|                                                                    | details in literary text contributes to the text                  | details in literary text contributes to the text                  |                                                                   |
|                                                                    | <ul> <li>determine an author's point of view about a</li> </ul>   | <ul> <li>determine an author's point of view about a</li> </ul>   |                                                                   |
|                                                                    | topic in informational text                                       | topic in informational text                                       |                                                                   |
|                                                                    | <ul> <li>use context to identify the meaning of grade-</li> </ul> | <ul> <li>use context to identify the meaning of grade-</li> </ul> |                                                                   |
|                                                                    | level phrases                                                     | level phrases                                                     |                                                                   |
| AND in writing, he/she is able to:                                 | AND in writing, he/she is able to:                                | AND in writing, he/she is able to:                                |                                                                   |
| <ul> <li>identify information which is unrelated to a</li> </ul>   | <ul> <li>identify elements of an argument to include</li> </ul>   | <ul> <li>identify relevant information to address a</li> </ul>    |                                                                   |
| given topic                                                        | introduction, claim, evidence, and conclusion                     | given topic and support the purpose of a text                     |                                                                   |
|                                                                    | <ul> <li>identify how to group information for a</li> </ul>       |                                                                   |                                                                   |
|                                                                    | specific text structure                                           |                                                                   |                                                                   |

# Grade 11 ELA Performance Level Descriptors

| <u>1</u><br>minutes | Level 2<br>Low truck complexity                                                                                                              | Level 3<br>Madarata task complexity                                                                                                | Lievel 4<br>Lieh trak comalaxity _ Minitiala                                                                                                                                                         |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | Low task complexity -<br>Simple problems using common<br>mathematical terms and symbols                                                      | Moderate task complexity -<br>Common problems presented in<br>mathematical context using various<br>mathematical terms and symbols | High task complexity - Multiple<br>mathematical ideas presented in<br>problems using various mathematical<br>terms and symbolic representations of<br>numbers, variables, and other item<br>elements |
|                     | He/she is able to:<br>solve addition and subtraction<br>word problems                                                                        | He/she is able to:<br>solve addition and subtraction<br>word problems                                                              | He/she is able to:<br>solve addition and subtraction<br>word problems                                                                                                                                |
|                     | identify an arrangement of<br><u>objects which represents factors</u>                                                                        | check the correctness of an<br>answer in the context of a                                                                          | check the correctness of an<br>answer in the context of a                                                                                                                                            |
|                     | solve multiplication equations in<br>which both numbers are equal to     contract theorem.                                                   | scenario<br>solve multiplication equations<br>in which both numbers are                                                            | <ul> <li>scenario</li> <li>solve multiplication equations<br/>in which both numbers are</li> </ul>                                                                                                   |
|                     | or less than tive     identify multiplication patterns     identify a set of objects as nearer                                               | equal to or less than five<br>identify multiplication patterns<br>match fraction models to                                         | <ul> <li>equal to or less than live</li> <li>identify multiplication patterns</li> <li>match fraction models to</li> </ul>                                                                           |
|                     | <ul> <li>10 L OT LU</li> <li>identify a representation of the area of a rectandle</li> </ul>                                                 | unitary fractions<br>compare fractions with                                                                                        | <ul> <li><u>unitary fractions</u></li> <li><u>compare fractions with</u><br/>different numerators and the</li> </ul>                                                                                 |
|                     |                                                                                                                                              | different numerators and the                                                                                                       | same denominator                                                                                                                                                                                     |
|                     |                                                                                                                                              | transfer data from an organized                                                                                                    | <ul> <li>transfer data from an organized<br/>list to a bar graph</li> </ul>                                                                                                                          |
|                     | AND with Moderate task complexity -<br>Common problems presented in<br>mathematical context using various<br>mothematical terms and sumholes | AND with High task complexity -<br>Common problems presented in<br>mathematical context using various                              |                                                                                                                                                                                                      |
|                     | <ul> <li>identify geometric figures which<br/>are divided into equal parts</li> </ul>                                                        | <ul> <li>round numbers to nearest 10</li> <li>identify geometric figures<br/>which are divided into equal</li> </ul>               |                                                                                                                                                                                                      |
|                     |                                                                                                                                              | parts   count unit squares to compute  ++a area of a recrangle                                                                     |                                                                                                                                                                                                      |

# Grade 3 Mathematics Performance Level Descriptors

| el <u>1</u><br>mplexity - | <u>Level 2</u><br>Low task complexity -                        | <u>Level 3</u><br>Moderate task complexity -                                                                | <u>Level 4</u><br>High task complexity - <i>Multiple</i>                                                                                              |
|---------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | Simple problems using common<br>mathematical terms and symbols | <u>Common problems presented in</u><br>mathematical context using various<br>mathematical terms and symbols | mathematical ideas presented in<br>problems using various mathematical<br>terms and symbolic representations of<br>numbers, variables, and other item |
|                           | He/she is able to:                                             | <u>He/she is able to:</u>                                                                                   | He/she is able to:                                                                                                                                    |
| <u>Je</u>                 | match a model to an multiplication                             | <ul> <li>solve multiplication word</li> </ul>                                                               | <ul> <li>solve multiplication word</li> </ul>                                                                                                         |
| s                         | expression using two single digit                              | problems                                                                                                    | problems                                                                                                                                              |
|                           | numbers                                                        | <ul> <li>show division of objects into</li> </ul>                                                           | <ul> <li>show division of objects into</li> </ul>                                                                                                     |
|                           | <ul> <li>identify a model of a multiplicative</li> </ul>       | equal groups                                                                                                | equal groups                                                                                                                                          |
|                           | comparison                                                     | <ul> <li>round numbers to nearest 10,</li> </ul>                                                            | <ul> <li>round numbers to nearest 10,</li> </ul>                                                                                                      |
|                           | <ul> <li>show division of objects into equal</li> </ul>        | 100, or 1000                                                                                                | <u>100 or 1000</u>                                                                                                                                    |
|                           | groups                                                         | <ul> <li>compare two fractions with</li> </ul>                                                              | <ul> <li>compare two fractions with</li> </ul>                                                                                                        |
| ها                        | <ul> <li>round numbers to nearest 10, 100</li> </ul>           | different denominators                                                                                      | different denominators                                                                                                                                |
| <u>ट</u>                  | <u>or 1000</u>                                                 |                                                                                                             | <ul> <li>sort a set of 2-dimensional shapes</li> </ul>                                                                                                |
|                           | <ul> <li>differentiate parts and wholes</li> </ul>             |                                                                                                             | <ul> <li>compute the perimeter of a</li> </ul>                                                                                                        |
|                           | <ul> <li>compute the perimeter of a</li> </ul>                 | <u>snapes</u>                                                                                               | <u>rectangle</u>                                                                                                                                      |
|                           | <u>rectangle</u>                                               | <ul> <li>compute the perimeter of a</li> </ul>                                                              | <ul> <li>transfer data to a graph</li> </ul>                                                                                                          |
|                           |                                                                | <u>rectangle</u>                                                                                            |                                                                                                                                                       |
| ar                        |                                                                | <ul> <li>transfer data to a graph</li> </ul>                                                                |                                                                                                                                                       |
|                           | AND with Moderate task complexity -                            | AND with High task complexity -                                                                             |                                                                                                                                                       |
|                           | <b>Common problems presented in</b>                            | Common problems presented in                                                                                |                                                                                                                                                       |
|                           | mathematical context using various                             | mathematical context using various                                                                          |                                                                                                                                                       |
|                           | mathematical terms and symbols                                 | mathematical terms and symbols                                                                              |                                                                                                                                                       |
|                           | <ul> <li>identify equivalent fractions</li> </ul>              | <ul> <li>solve a multiplicative comparison</li> </ul>                                                       |                                                                                                                                                       |
|                           | <ul> <li>select a 2-dimensional shape with</li> </ul>          | word problem using up to two-                                                                               |                                                                                                                                                       |
|                           | a given attribute                                              | digit numbers                                                                                               |                                                                                                                                                       |
|                           |                                                                | <ul> <li>check the correctness of an</li> </ul>                                                             |                                                                                                                                                       |
|                           |                                                                | answer in the context of a                                                                                  |                                                                                                                                                       |
|                           |                                                                | <u>scenario</u>                                                                                             |                                                                                                                                                       |
|                           |                                                                | <ul> <li>identify equivalent fractions</li> </ul>                                                           |                                                                                                                                                       |

# Grade 4 Mathematics Performance Level Descriptors

| Level 1                                             | Level 2                                                 | Level 3                                           | Level 4                                               |
|-----------------------------------------------------|---------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------|
| Low task complexity -                               | <u>Low task complexity -</u>                            | <u>Moderate task complexity -</u>                 | High task complexity - Multiple                       |
| simple problems using common                        | Simple problems using common                            | <u>Common problems presented in</u>               | <u>mathematical ideas presented in</u>                |
| nathematical terms and symbols                      | <u>mathematical terms and symbols</u>                   | mathematical context using various                | problems using various mathematical                   |
|                                                     |                                                         | mathematical terms and symbols                    | terms and symbolic representations of                 |
|                                                     |                                                         |                                                   | <u>numbers, variables, and other item</u><br>elements |
| He/she is able to:                                  | He/she is able to:                                      | He/she is able to:                                | He/she is able to:                                    |
| <ul> <li>solve one-step subtraction</li> </ul>      | <ul> <li>identify if the total will increase</li> </ul> | <ul> <li>solve multiplication and</li> </ul>      | <ul> <li>solve multiplication and</li> </ul>          |
| word problems                                       | or decrease when combining                              | division word problems                            | division word problems                                |
| <ul> <li>divide sets (no greater than 6)</li> </ul> | <u>sets</u>                                             | <ul> <li>perform operations with</li> </ul>       | <ul> <li>perform operations with</li> </ul>           |
| into two equal parts                                | <ul> <li>perform operations with</li> </ul>             | decimals                                          | <u>decimals</u>                                       |
| <ul> <li>identify values in the tenths</li> </ul>   | decimals                                                | <ul> <li>solve word problems involving</li> </ul> | <ul> <li>solve word problems involving</li> </ul>     |
| place                                               | <ul> <li>identify a symbolic</li> </ul>                 | fractions                                         | fractions                                             |
| <ul> <li>identify a number in the ones,</li> </ul>  | representation of the addition of                       | <ul> <li>identify place values to the</li> </ul>  | <ul> <li>identify place values to the</li> </ul>      |
| tens or hundreds place                              | two fractions                                           | hundredths place                                  | hundredths place                                      |
| <ul> <li>identify a given axis of a</li> </ul>      | <ul> <li>identify place values to the</li> </ul>        |                                                   | <ul> <li>locate a given point on a</li> </ul>         |
| coordinate plan                                     | hundredths place                                        |                                                   | coordinate plane when given an                        |
| <ul> <li>match the conversion of 3 feet</li> </ul>  | <ul> <li>convert standard measurements</li> </ul>       | coordinate plane when given an                    | ordered pair                                          |
| to 1 yard to a model                                |                                                         | ordered pair                                      | <ul> <li>convert standard</li> </ul>                  |
| <ul> <li>calculate elapsed time (i.e.,</li> </ul>   |                                                         | <ul> <li>convert standard</li> </ul>              | <u>measurements</u>                                   |
| hours)                                              |                                                         | measurements                                      | <ul> <li>convert between minutes and</li> </ul>       |
| <ul> <li>identify whether the values</li> </ul>     |                                                         | <ul> <li>convert between minutes and</li> </ul>   | hours                                                 |
| increase or decrease in a line                      |                                                         | hours                                             | <ul> <li>make quantitative comparisons</li> </ul>     |
| <u>graph</u>                                        |                                                         | <ul> <li>make quantitative comparisons</li> </ul> | between data sets shown as                            |
|                                                     |                                                         | between data sets shown as                        | line graphs                                           |
|                                                     |                                                         | line graphs                                       |                                                       |
|                                                     | AND with Moderate task complexity -                     | AND with High task complexity -                   |                                                       |
|                                                     | Common problems presented in                            | Common problems presented in                      |                                                       |
|                                                     | mathematical context using various                      | mathematical context using various                |                                                       |
|                                                     | <u>mathematical terms and symbols</u>                   | <u>mathematical terms and symbols</u>             |                                                       |
|                                                     | <ul> <li>compare the values of two</li> </ul>           | <ul> <li>compare the values of two</li> </ul>     |                                                       |
|                                                     | products based upon multipliers                         | products based upon                               |                                                       |
|                                                     | <ul> <li>round decimals to nearest whole</li> </ul>     | multipliers                                       |                                                       |
|                                                     | number                                                  | <ul> <li>round decimals to nearest</li> </ul>     |                                                       |
|                                                     |                                                         | whole number                                      |                                                       |

# Grade 5 Mathematics Performance Level Descriptors

|                                                                                                                                                                                                                              | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                             |                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Level 4</u><br><u>High task complexity - Multiple</u><br>mathematicalideas presented in<br>problems using various mathematical<br>terms and symbolic representations of<br>numbers, variables, and other item<br>elements | He/she is able to:         • solve real world measurement         problems involving unit rates         • identify positive and negative         values on a number line         • solve word problems with         expressions including variables         • compute the area of a parallelogram         • identify the median or the equation needed to determine the mean of a set of data                                                                                                                                                                                                                |                                                                                                                                             |                                                                                                                                                                  |
| <u>Level 3</u><br><u>Moderate task complexity -</u><br><u>Common problems presented in</u><br><u>mathematical context using various</u><br><u>mathematical terms and symbols</u>                                             | He/she is able to: <ul> <li>perform operations using up to:</li> <li>three-digit numbers</li> <li>solve real world measurement</li> <li>problems involving unit rates</li> <li>identify positive and negative</li> <li>values on a number line</li> <li>determine the meaning of a value from a set of positive and</li> <li>negative integers</li> <li>solve word problems with</li> <li>expressions including variables</li> <li>compute the area of a parallelogram</li> <li>identify the median or the</li> <li>equation needed to determine</li> <li>the mean of a set of data</li> </ul>               | AND with High task complexity -<br>Common problems presented in<br>mathematical context using various<br>mathematical terms and symbols     | <ul> <li>perform one-step operations<br/>with two decimal numbers</li> <li>solve word problems using a<br/>percent</li> <li>solve word problems using</li> </ul> |
| Level 2<br>Low task complexity -<br>Simple problems using common<br>mathematical terms and symbols                                                                                                                           | He/she is able to:         • match a given ratio to a model         • recognize a representation of the sum of two halves         • solve real world measurement problems involving unit rates         • identify a representation of a value less than zero         • identify the median or the equation needed to determine the mean of a set of data                                                                                                                                                                                                                                                     | AND with Moderate task complexity<br>- Common problems presented in<br>mathematical context using various<br>mathematical terms and symbols | <ul> <li>perform one-step operations<br/>with two decimal numbers</li> <li>solve word problems using a<br/>percent</li> </ul>                                    |
| <u>Level 1</u><br>Low task complexity -<br>Inple problems using common<br>nathematical terms and symbols                                                                                                                     | Ie/She is able to:         • identify a model of a given percent         percent         • match a given unit rate to a model         • identify a representation of two equal sets         • identify a number less than zero on a number line         • identify the meaning of an unknown in a modeled         • identify the meaning of an unknown in a modeled         • identify the object that appears the area of a rectangle to find the area of a rectangle         • identify the object that appears the area of a rectangle         • identify the object that appears the area of a rectangle | <ul> <li>identify a representation of a set of data arranged into even groups (mean)</li> </ul>                                             |                                                                                                                                                                  |

# Grade 6 Mathematics Performance Level Descriptors

| l aval 4 | High task complexity -<br>Multiple mathematical ideas presented<br>in problems using various mathematical<br>terms and symbolic representations of             | <u>numbers, variables, and other item</u><br><u>elements</u> | <ul> <li>He/she is able to:</li> <li>solve division problems with</li> </ul>   | positive/negative whole                        | <ul> <li>numbers</li> <li>solve word problems involving</li> </ul>                          | ratios                             | relationships between                                                   | quantities represented in a                                                                   | <ul> <li>table<br/>compute the area of a circle</li> </ul>       | <ul> <li>find the surface area of a</li> </ul>      | <u>three-dimensional right prism</u> |                                                               |                                                  |                                                       |                                |                                     |                                    |                                |                                                        |                                 |                                    |                                                       |                                                                              |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------|---------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------|--------------------------------|-------------------------------------|------------------------------------|--------------------------------|--------------------------------------------------------|---------------------------------|------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------|
| avel 3   | <u>Moderate task complexity -</u><br><u>Common problems presented in</u><br><u>mathematical context using various</u><br><u>mathematical terms and symbols</u> |                                                              | <ul> <li>He/she is able to:</li> <li>solve division problems with</li> </ul>   | positive/negative whole numbers                | <ul> <li>solve word problems involving<br/>ratios</li> </ul>                                | use a proportional relationship to | solve a percentage problem                                              | <ul> <li>identify proportional relationships<br/>between quantities represented in</li> </ul> | a table                                                          | <ul> <li>identify unit rate (constant of</li> </ul> | proportionality) in tables and       | graphs of proportional<br>relationships                       | <ul> <li>compute the area of a circle</li> </ul> | <ul> <li>find the surface area of a three-</li> </ul> | <u>dimensional right prism</u> | AND with High task complexity -     | mathematical context using various | mathematical terms and symbols | <ul> <li>solve multiplication problems with</li> </ul> | positive/negative whole numbers | evaluate variable expressions that | represent word problems                               | <ul> <li>Interpret graphs to qualitatively<br/>contrast data sets</li> </ul> |
| level 2  | Low task complexity -<br>Simple problems using common<br>mathematical terms and symbols                                                                        |                                                              | <ul> <li>He/she is able to:</li> <li>match a given ratio to a model</li> </ul> | <ul> <li>identify the meaning of an</li> </ul> | <ul> <li>unknown in a modeled equation</li> <li>describe a directly proportional</li> </ul> | relationship (i.e., increases or   | <ul> <li>decreases)</li> <li>find the surface area of three-</li> </ul> | dimensional right prism                                                                       |                                                                  |                                                     |                                      |                                                               |                                                  |                                                       |                                | AND with Moderate task complexity - | mathematical context using various | mathematical terms and symbols | <ul> <li>solve multiplication problems</li> </ul>      | with positive/negative whole    | numbers                            | <ul> <li>interpret graphs to qualitatively</li> </ul> | CONTRAST DATA SETS                                                           |
| I evel 1 | <u>Low task complexity -</u><br>Simple problems using common<br>mathematical terms and symbols                                                                 |                                                              | <ul> <li>He/she is able to:</li> <li>identify a representation</li> </ul>      | which represents a negative                    | number and its<br>multiplication or division by                                             | a positive number                  | area and circumference of a                                             | <u>circle</u>                                                                                 | <ul> <li>Identity representations of<br/>surface area</li> </ul> | <ul> <li>make qualitative</li> </ul>                | comparisons when                     | <u>interpreting a data set</u><br>presented on a bar graph or | in a table                                       |                                                       |                                |                                     |                                    |                                |                                                        |                                 |                                    |                                                       |                                                                              |

Grade 7 Mathematics Performance Level Descriptors

| Level 4<br>High task complexity -<br>Multiple mathematical ideas presented<br>in problems using various mathematical<br>terms and symbolic representations of<br>numbers, variables, and other item<br>elements | He/she is able to:         • locate approximate placement         of an irrational number on a number line         • solve a linear equation which         contains a variable         • identify the relationship         shown on a linear graph         • compute the change in area of are changed         • plot provided data on a graph                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Level 3</u><br>Moderate task complexity -<br>Common problems presented in<br>mathematical context using various<br>mathematical terms and symbols                                                            | He/she is able to:       locate approximate placement of an irrational number on a number on a number line         an irrational number on a number line       an irrational number on a number line         • solve a linear equation which contains a variable       • identify the relationship shown on a linear graph         • alculate 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 changed       • plot provided data on a graph         • plot provided data on a graph       • common graph         • plot provided data on a graph       • common graph         • plot provided data on a graph       • plot provided data on a graph         • plot provided data on a graph       • plot provided data on a graph         • plot provided data on a graph       • plot provided data on a graph         • plot provided data on a graph       • plot provided data on a graph         • plot provided data on a graph       • plot provided data on a graph         • plot provided data on a graph       • plot provided cata on a graph         • plot provided data on a graph       • argubles         • plot provided data on a graph       • argubles         • plot provided data on a graph       • argubles         • plot provided data on a graph       • argubles         • plot provided data presented in graph       • |
| Level 2<br>Low task complexity -<br>Simple problems using common<br>mathematical terms and symbols                                                                                                              | He/she is able to:         • identify the solution to an equation which contains a variable         • identify the v-intercept of a linear graph         • identify the v-intercept of a linear graph         • interpret a given relationship between two variables to a model         • interpret data display that represents a given situation graphs to identify a sociations between variables.         • interpret data presented in graphs to identify a sociations between variables.         • interpret data presented in graphs to identify and and symbols.         • identify congruent figures         • identify similar figures         • interpret data tables to a model         • interpret data presented in graphs to identify and symbols.         • interpret data tables         • interpret data tables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <u>Level 1</u><br>Low task complexity -<br>Simple problems using common<br>mathematical terms and symbols                                                                                                       | He/she is able to:         • locate a given decimal number         on a number line         • identify the relatively larger         data set when given two data         sets presented in a graph         • identify a rectangles         • identify an attribute of a         cylinder         • identify a rectangle with the         larger or smaller area as         compared to another         rectangle         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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

# Grade 8 Mathematics Performance Level Descriptors

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

Grade 11 Mathematics Performance Level Descriptors

TAB 4 Page 59

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#### SUBJECT

Annual Report - Hardship Elementary School - Cassia County School District No. 151, Albion Elementary School.

#### REFERENCE

| October 14, 2010 | The Board received an update regarding Albion                      |
|------------------|--------------------------------------------------------------------|
|                  | Elementary School and their continued need for<br>Hardship Status  |
| June 18, 2015    | The Board received an update regarding Albion                      |
|                  | Elementary School and their continued need for<br>Hardship Status. |

# APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003(2)(b), Idaho Code

#### **BACKGROUND/DISCUSSION**

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a Hardship Elementary School have not changed.

#### IMPACT

Cassia County School District #151 would receive approximately \$130,000 less in FY 2017 if Albion Elementary School was not considered a separate school.

# ATTACHMENTS

Attachment 1 – Letter from Gaylen Smyer to Superintendent Sherri Ybarra dated May 4, 2016 [sic]

Page 3

# STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when "special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils."

# STATE DEPARTMENT OF EDUCATION JUNE 15, 2017

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn impacts the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The average daily attendance calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At \$94,100 (FY17 estimated statewide average) per support unit, the school district in the first example would receive \$941,000 while the school district in the second example would receive \$884,540. These numbers are used for the purposes of providing an example and are not the numbers for any specific school district.

#### **BOARD ACTION**

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

# STATE DEPARTMENT OF EDUCATION JUNE 15, 2017



CASSIA JOINT SCHOOL DISTRICT 151

3650 OVERLAND . BURLEY, ID 83318-2444 . (208) 878-6600 . FAX (208) 878-4231

04 May 2016

Ms. Sherri Ybarra Superintendent of Public Instruction PO BOX 83720 Boise, Idaho 83720-0027

Dear Superintendent Ybarra:

In the October, 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for <u>Albion Elementary</u> (School Number 111) for the 2017-2018 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information.

Sincerely,

Gaylen Smyer, Ph.D. Superintendent

CC: Tim Hill State Board Office

Ryan Cranne y Board Chairman

Heber Loughmiller Vice Chairman

Linda Petersen Board Member

Kathryn Millar Board Member

Jeff Rasmussen Board Member

Dr. Gaylen Smyer Superintendent

Chris James Fiscal Manager

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