TAB	DESCRIPTION	ACTION
1	K-12 DEVELOPMENTS	Information Item
2	TEACHER OF THE YEAR UPDATE	Information Item
3	ADVANCED OPPORTUNITES UPDATE	Information Item
4	LESS THAN TEN (10) STUDENTS REPORTED IN AVERAGE DAILY ATTENDANCE	Information Item
5	ELEMENTARY SECONDARY EDUCATION ACT – CONSOLIDATED STATE PLAN AMENDMENT	Action Item
6	ANNEXATION/EXCISION – LAKELAND SCHOOL DISTRICT #272 AND COEUR D'ALENE SCHOOL DISTRICT #271	Action Item
7	TEMPORARY RULE – IDAPA 08.02.03.004, DOCUMENTS INCORPORATED BY REFERENCE – IDAHO STANDARDS ACHIEVEMENT TEST – SCIENCE ACHIEVEMENT LEVEL DESCRIPTORS AND IDAHO ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS	Action Item

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- Teacher of the Year for 2023
- COVID Relief Funding Update
- Dyslexia Guidance and Training
- Upcoming Conferences

BOARD ACTION

This item is for informational purposes only.

SUBJECT

2022 Teacher of the Year Update

REFERENCE

February 2013	The Board recognized the 2012 Idaho Teacher of the Year, Katie Pemberton from Canfield Middle School in Coeur d'Alene.
October 2018	The Board was notified of who was picked at the 2018-2019 Teacher of the Year as part of the Developments in K-12 Education update.
December 2018	Becky Mitchell, 2018-2019 Teacher of the Year Presented to the Board as part of the Planning, Policy and Governmental Affairs portion of the agenda.
October 2019	Stacie Lawler of Timberlake Junior High School was announced during the Development in K-12 Education update as the 2019-2020 Teacher of the year.
August 2022	Board was updated on the Teacher of the Year for 2023 awards.

BACKGROUND/DISCUSSION

The Idaho Teacher of the Year Program, which began in 1959, is one of the most prestigious honors in the state for teachers. The program focuses public attention on excellence in teaching that has a real impact on the students of Idaho. The Idaho Teacher of the Year is chosen from among district nominees by a selection committee representing state education leaders and lawmakers. The Idaho Teacher of the Year serves as Idaho's nominee for the National Teacher of the Year program, a project of the Council of Chief State School Officers (CCSSO). An Idaho Teacher of the Year has been recognized each year during Superintendent Ybarra's administration.

Todd Knight was among 149 nominees and 38 applicants.

IMPACT

The Teacher of the Year receives $1,000 and is reimbursed for CCSSO Teacher of the Year activities as well as some in-state travel expenses for Teacher of the Year events. The general impact is it creates an incentive for great teachers to remain in the profession.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Annually, CCSSO provides a new cohort of State Teachers of the Year with a yearlong professional development experience. CCSSO's program is designed to increase each educator's leadership skills. From the cohort of State Teachers of the Year CCSSO selects one teacher as the National Teacher of the Year.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Advanced Opportunities Annual Report

REFERENCE

October 21, 2021 Board received the annual Advanced Opportunities Annual FY22 Totals Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Y.
Section 33-4602, Idaho Code
Idaho Administrative code, IDAPA 08.02.03 – Section 106, Advanced Opportunities

BACKGROUND/DISCUSSION

The Advanced Opportunities student participation and usage is reported annually to the Idaho State Board of Education. The report outlines the various uses of the program including college credit, high school overload and workforce training courses as well as various approved exams. The report also includes usage of the Advanced Opportunities Early Graduation Scholarship.

IMPACT

This report provides the Board with an updated on the annual use of funds appropriated toward the Advanced Opportunities program established in Section 33-4602, Idaho Code.

ATTACHMENTS

Attachment 1 – Advanced Opportunities Annual Totals Fiscal Year 2022 Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Administrative Code, IDAPA 08.02.03.007, Advanced Opportunities are defined as Advanced Placement courses, dual credit courses, technical competency credit, and International Baccalaureate programs. This program mirrors the Board's definition of Advanced Opportunities established in Board Policy III.Y. In addition to this definition set in Idaho law, IDAPA 08.02.03.106, requires all high schools in Idaho to provide Advanced Opportunities or to provide opportunities for students to take courses at a postsecondary campus. Board Policy III.Y. establishes the parameters, including minimum standards, by which the postsecondary institutions may offer Advanced Opportunities to secondary students. Chapter 51, Title 33, Postsecondary Enrollment Options, enacted in 1997, is the enabling section of Idaho Code, allowing secondary students to take postsecondary courses and defines dual credit courses.

Section 33-4602, Idaho Code, Advanced Opportunities was enacted in 2016 and establishes a program by which all public school students in grades 7 through 12 are entitled to $4,125 that can be used toward the students' cost for participating in Advanced Opportunities as well as the cost to take postsecondary credit-bearing or career technical certificate examinations and secondary overload courses. This

funding may be used for dual credits taken either at the high school or on the postsecondary institution campus and will reimburse up to $75 per credit of the cost. This program also limits the reimbursement for secondary overload courses to $225 per course.

In addition to the certificate or credit costs that are covered by this program, students who graduate one year or more early are eligible for an Advanced Opportunities scholarship. The amount of the scholarship is equal to 35% of the statewide average daily attendance-driven funding per enrolled pupil for each year the student graduated early. Students must apply for the scholarship within two years of graduating from a public school. The Advanced Opportunities program managed by the State Department of Education was amended in 2019 to also include career technical workforce training courses, such as federally registered apprenticeships, up to $500 per course and $1,000 per year.

In FY 20, the Legislature appropriated $20,000,000 for the Advanced Opportunities program and $29,700,000 for FY 21. In years when the appropriation does not cover the cost of the $4,125, the overage is covered by the Public Education Stabilization Fund (PESF). This program has consistently incurred more expenses than funds appropriated. In FY 20, $5.2M was withdrawn from PESF to cover the expenses and approximately $25M has been withdrawn from PESF since the program's inception. On average, the program has grown by approximately $3.6M per year over the past three years.

Students may participate in any of the Board's Advanced Opportunities outside of the state-funded program established in Section 33-4602, Idaho Code, at their own expense. The report provided in Attachment 1 provides participation and cost information.

A dual credit report has also historically been provided to the Board at its regular December Board meeting. The dual credit report provides information on the impact dual credit courses have on student outcomes, the participation of Idaho's various student populations in taking dual credits, and participation numbers for all student taking dual credits at our public postsecondary institutions.

Additionally, Board staff, through the Board's college and career advising initiative and the Board's Next Steps Idaho website, are working with school districts and charter schools in developing programs to provide meaningful advising and pathways for their students participating in Advanced Opportunities. This work is being done in collaboration with the Idaho Digital Learning Academy, the Department, the Division of Career Technical Education, and the Workforce Development Council.

BOARD ACTION

This item is for informational purposes only.

ADVANCED OPPORTUNITIES

Annual Totals FY 2022

IDAHO STATE DEPARTMENT OF EDUCATION
STUDENT ENGAGEMENT & SAFETY COORDINATION | ADVANCED OPPORTUNITIES

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE
WWW.SDE.IDAHO.GOV

CREATED 09/07/2022

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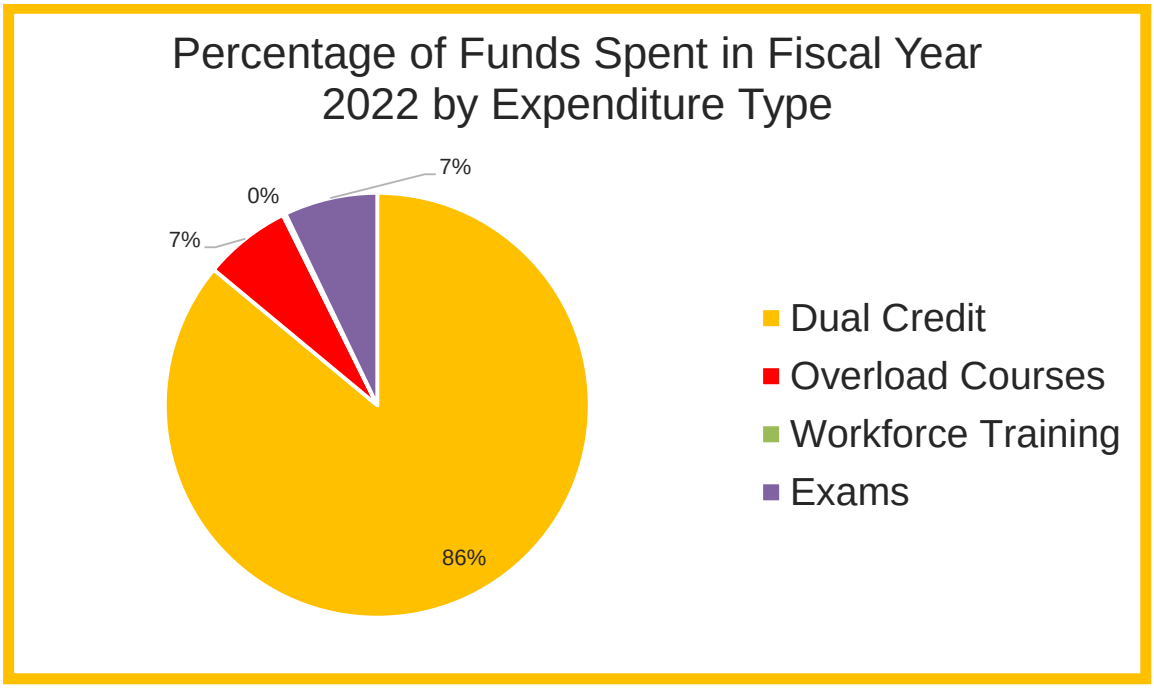
FY 22 ADVANCED OPPORTUNITIES TOTALS

Overall Program Total	
Payment Totals	$23,455,197
Students Served	39583



Use by Grade

Grade	No. of Students Using A.O.	Total Student Population	A.O. Participation Percentage	No. of Overload Courses Paid	No. of Dual Credit Course Credits Paid	No. of Exams Paid	Total Amount Spent	Average Amount Spent per Student
7	281	24896	1.13%	354	12	0	$21,220.00	$75.52
8	880	25620	3.43%	1188	81	25	$76,933.00	$87.42
9	4876	25791	18.91%	3180	9212	764	$1,153,124.92	$236.49
10	9563	24682	38.74%	3333	44106	2363	$3,781,436.17	$395.42
11	12971	24048	53.94%	3516	99640	7466	$8,364,937.50	$644.90
12	12370	22726	54.43%	4294	82383	7823	$7,226,615.87	$584.21

**Students may be reported in multiple grades within the fiscal year report because of prior year funding requests captured in the current fiscal year report.*

Examinations

Students Served	11338

	Amount Paid	Number of Exam Funding Requests Paid
Exam Total	**$1,617,202.96**	**18441**
Advanced Placement (AP)	$1,159,315.00	12421
International Baccalaureate (IB)	$57,239.00	481
Professional Certification Exams (CTE)	$347,030.82	4709
College Level Examination Program (CLEP)	$24,488.50	277
Proctoring Fees	$3,605.64	197*

**Number of exam funding requests with a proctoring fee.*

Overload Courses

Students Served	10465

	Amount Paid	Number of Overload Funding Requests Paid
Overload Total	**$1,509,780.00**	**15944**
Idaho Digital Learning Alliance	$457,665.00	9731
Districts	$1,050,000.00	6201
Brigham Young University-Independent Study	$715.00	4
Other	$1,400.00	8

Dual Credit

Students Served	29482

	Amount Paid	Number of Dual Credit Funding Requests Paid	Total Number of Credits
Dual Credit Total	**$19,561,223.50**	**76349**	**235358**
Dual Credit Tuition Only	**$17,445,773.50**		
Out-of-district Tuition Only	**$2,115,450.00**		
Boise State University	$2,117,075.00	9326	28518
College of Eastern Idaho	$520,095.00	2321	7631
College of Southern Idaho	$3,610,997.00	15738	48351
College of Western Idaho	$4,682,694.00	19753	62787
Idaho State University	$1,813,804.50	7917	24374
Lewis-Clark State College	$551,876.00	2453	7850
North Idaho College	$1,240,340.00	6356	16713
University of Idaho	$648,560.00	2996	8652
Brigham Young University-Idaho	$19,616.00	166	434
Northwest Nazarene University	$2,063,869.00	8585	27651
Treasure Valley Community College	$114,190.00	442	1554
Other	$62,657.00	296	843

Workforce Training Courses

Students Served	116

	Amount Paid	Number of Workforce Training Funding Requests Paid
Workforce Training Total	**$51,511.00**	**146**
College of Eastern Idaho	$10,671.00	36
College of Southern Idaho	$2,907.00	9
College of Western Idaho	$17,270.00	35
Idaho State University	$15,663.00	56
Lewis-Clark State College	0	0
North Idaho College	$5,000.00	10

Early Graduation Scholarship

Early Graduation Scholarship	Eligible Students	Students Awarded Scholarship
Students	389	81

Early Graduation Scholarship	Amount paid
Post-secondary Scholarships	$123,936
School District Awards	$591,544

DEMOGRAPHIC INFORMATION

Race	Number of Students	Percent Participating in Adv. Ops.	Statewide Comparable Percent
American Indian	251	0.63%	1.01%
Asian	709	1.79%	1.13%
Black or African American	317	0.80%	1.13%
Hispanic	5913	14.94%	18.94%
Native Hawaiian or Pacific Islander	98	0.25%	0.30%
White	31224	78.88%	74.45%
Multiple	1071	2.71%	3.05%

Other Demographics	Number of Students	Percent Participating in Adv. Ops.	Statewide Comparable Percent
Private/Homeschool	255	0.64%	n/a
Free/Reduced Lunch	5182	13.09%	n/a
Special Education	1001	2.53%	10.41%
504	2006	5.07%	6.47%
At Risk	1773	4.48%	10.18%
English Learners	630	1.59%	4.26%
Gifted	3281	8.29%	5.97%
Homeless	372	0.94%	1.99%

Gender	Number of Students	Percent Participating in Adv. Ops.	Statewide Comparable Percent
Female	22010	55.60%	48.77%
Male	17550	44.34%	51.23%
Unknown	23	0.06%	

STUDENT USAGE

Number of Students in FY22 Who Exhausted Funds	**1676**

Student Amount Expended	Total Number of Students
$4,125	**3434**
> $3,500	3572
> $3,000	4425
> $2,500	7882
> $2,000	15388
> $1,500	26501
> $1,000	46065
> $500	85220
> $0	175292
Total Number of Students Who Have Used Advanced Opportunities	**367779**

**Student numbers are a total of all students from July 1, 2016 to June 30, 2022.*

DISTRICT PARTICIPATION AND EXPENDITURES

ID	L.E.A. Name	FY 22 A.O. Payments	No. of Student Participation	Total Student Population	Participation Percentage	Participation Rank	Average Expenditure per Student	Expenditure Rank
58	ABERDEEN DISTRICT	$39,607.00	88	338	26.04%	68	$450.08	82
560	ALTURAS PREPARATORY ACADEMY, INC	$7,575.00	35	220	15.91%	111	$216.43	139
381	AMERICAN FALLS JOINT DISTRICT	$55,383.00	189	737	25.64%	71	$293.03	126
482	AMERICAN HERITAGE CHARTER DISTRICT	$11,016.00	22	124	17.74%	104	$500.73	63
476	ANOTHER CHOICE VIRTUAL CHARTER DISTRICT	$5,130.00	20	316	6.33%	146	$256.50	133
492	ANSER CHARTER SCHOOL	$1,140.00	8	86	9.30%	138	$142.50	145
72	BASIN SCHOOL DISTRICT	$21,360.00	36	165	21.82%	82	$593.33	39
33	BEAR LAKE COUNTY DISTRICT	$107,355.00	191	550	34.73%	34	$562.07	49
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	$15.00	1	76	1.32%	155	$15.00	158
55	BLACKFOOT DISTRICT	$193,683.00	318	2013	15.80%	115	$609.07	36
61	BLAINE COUNTY DISTRICT	$234,901.00	573	1635	35.05%	31	$409.95	94
234	BLISS JOINT DISTRICT	$2,025.00	3	48	6.25%	147	$675.00	18
1	BOISE INDEPENDENT DISTRICT	$1,491,761.00	3714	11798	31.48%	47	$401.66	96
93	BONNEVILLE JOINT DISTRICT	$1,489,234.00	2603	6541	39.80%	18	$572.12	45
101	BOUNDARY COUNTY DISTRICT	$60,956.00	96	667	14.39%	125	$634.96	27

365	BRUNEAU-GRAND VIEW JOINT DIST	$6,375.00	24	159	15.09%	123	$265.63	132
412	BUHL JOINT DISTRICT	$42,861.00	88	621	14.17%	126	$487.06	67
111	BUTTE COUNTY JOINT DISTRICT	$15,540.00	40	192	20.83%	91	$388.50	100
132	CALDWELL DISTRICT	$243,192.00	640	2523	25.37%	72	$379.99	103
121	CAMAS COUNTY DISTRICT	$4,485.00	18	99	18.18%	99	$249.17	135
432	CAMBRIDGE JOINT DISTRICT	$1,350.00	18	75	24.00%	75	$75.00	153
555	CANYON-OWYHEE SCHOOL SERVICE AGENCY (COSSA)	$10,241.50	85	102	83.33%	2	$120.49	147
566	CARDINAL ACADEMY INCORPORATED	$607.00	4	45	8.89%	139	$151.75	144
422	CASCADE DISTRICT	$2,025.00	9	78	11.54%	133	$225.00	136
151	CASSIA COUNTY JOINT DISTRICT	$320,572.00	513	2557	20.06%	94	$624.90	31
417	CASTLEFORD DISTRICT	$28,140.00	59	133	44.36%	15	$476.95	71
181	CHALLIS JOINT DISTRICT	$3,690.00	11	158	6.96%	144	$335.45	118
161	CLARK COUNTY DISTRICT	$5,245.00	18	64	28.13%	62	$291.39	128
491	COEUR D'ALENE CHARTER ACADEMY DISTRICT	$139,985.00	159	470	33.83%	36	$880.41	5
271	COEUR D'ALENE DISTRICT	$578,202.00	876	4837	18.11%	100	$660.05	24
455	COMPASS CHARTER SCHOOL	$165,205.00	213	462	46.10%	10	$775.61	8
242	COTTONWOOD JOINT DISTRICT	$56,440.00	73	191	38.22%	22	$773.15	9
13	COUNCIL DISTRICT	$28,579.00	62	157	39.49%	19	$460.95	80
342	CULDESAC JOINT DISTRICT	$16,600.00	16	32	50.00%	7	$1,037.50	4
314	DIETRICH DISTRICT	$7,200.00	16	109	14.68%	124	$450.00	83
523	ELEVATE ACADEMY INC.	$10,476.00	67	434	15.44%	118	$156.36	143
221	EMMETT INDEPENDENT DIST	$145,596.00	442	1206	36.65%	25	$329.40	120

456	FALCON RIDGE CHARTER SCHOOL	$870.00	17	66	25.76%	70	$51.18	155
531	FERN-WATERS PUBLIC CHARTER SCHOOL, INC.	$1,425.00	19	28	67.86%	4	$75.00	154
413	FILER DISTRICT	$95,860.00	201	767	26.21%	67	$476.92	72
59	FIRTH DISTRICT	$89,364.00	154	412	37.38%	23	$580.29	41
487	FORREST M. BIRD CHARTER DISTRICT	$30,520.00	64	219	29.22%	58	$476.88	73
495	FORRESTER ACADEMY, INC.	$150.00	5	NULL	NULL	157	$30.00	157
215	FREMONT COUNTY JOINT DISTRICT	$84,097.00	241	1010	23.86%	77	$348.95	112
373	FRUITLAND DISTRICT	$95,786.00	288	826	34.87%	33	$332.59	119
71	GARDEN VALLEY DISTRICT	$12,105.00	29	130	22.31%	80	$417.41	91
498	GEM PREP: MERIDIAN, INC.	$24,675.00	47	154	30.52%	50	$525.00	56
796	GEM PREP: NAMPA, INC.	$3,090.00	11	126	8.73%	140	$280.91	130
534	GEM PREP: ONLINE	$76,594.00	114	193	59.07%	6	$671.88	20
496	GEM PREP: POCATELLO, INC.	$8,185.00	13	99	13.13%	131	$629.62	29
282	GENESEE JOINT DISTRICT	$24,400.00	49	136	36.03%	27	$497.96	64
192	GLENNS FERRY JOINT DISTRICT	$6,825.00	20	192	10.42%	135	$341.25	116
231	GOODING JOINT DISTRICT	$89,270.00	166	641	25.90%	69	$537.77	53
148	GRACE JOINT DISTRICT	$22,845.00	78	230	33.91%	35	$292.88	127
233	HAGERMAN JOINT DISTRICT	$40,775.00	56	167	33.53%	37	$728.13	12
415	HANSEN DISTRICT	$20,337.00	52	164	31.71%	45	$391.10	98
305	HIGHLAND JOINT DISTRICT	$5,775.00	12	79	15.19%	122	$481.25	70
370	HOMEDALE JOINT DISTRICT	$59,045.00	167	593	28.16%	61	$353.56	111
73	HORSESHOE BEND SCHOOL DISTRICT	$5,925.00	17	107	15.89%	112	$348.53	113
795	IDAHO ARTS CHARTER SCHOOL	$26,625.00	77	443	17.38%	107	$345.78	115
489	IDAHO COLLEGE & CAREER READINESS ACADEMY	$20,233.32	63	188	33.51%	38	$321.16	123

469	IDAHO CONNECTS ONLINE CHARTER DISTRICT	$11,025.00	37	205	18.05%	101	$297.97	125
91	IDAHO FALLS DISTRICT	$403,990.50	874	4852	18.01%	102	$462.23	79
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	$90.00	2	64	3.13%	154	$45.00	156
485	IDAHO STEM ACADEMY DBA BINGHAM ACADEMY CHARTER DISTRICT	$34,125.00	45	95	47.37%	9	$758.33	10
452	IDAHO VIRTUAL ACADEMY	$128,375.00	212	1281	16.55%	110	$605.54	37
457	INSPIRE VIRTUAL CHARTER	$27,464.00	77	1005	7.66%	142	$356.68	110
466	iSUCCEED VIRTUAL HIGH SCHOOL	$72,099.00	199	902	22.06%	81	$362.31	107
251	JEFFERSON COUNTY JOINT DISTRICT	$505,704.00	1024	3096	33.07%	39	$493.85	65
261	JEROME JOINT DISTRICT	$144,709.00	299	1953	15.31%	120	$483.98	68
2	JOINT SCHOOL DISTRICT NO. 2 (WEST ADA)	$3,528,340.50	5757	19575	29.41%	56	$612.88	35
304	KAMIAH JOINT DISTRICT	$25,845.00	45	207	21.74%	83	$574.33	44
391	KELLOGG JOINT DISTRICT	$14,555.00	29	504	5.75%	148	$501.90	62
283	KENDRICK JOINT DISTRICT	$15,150.00	29	121	23.97%	76	$522.41	58
414	KIMBERLY DISTRICT	$139,150.00	267	883	30.24%	51	$521.16	59
470	Kootenai Bridge Academy	$28,320.00	25	310	8.06%	141	$1,132.80	2
274	KOOTENAI DISTRICT	$5,400.00	4	82	4.88%	150	$1,350.00	1
641	KTEC - KOOTENAI TECH ED CAMPUS	$58,812.00	128	402	31.84%	44	$459.47	81
3	KUNA JOINT DISTRICT	$352,190.00	872	2833	30.78%	49	$403.89	95
84	LAKE PEND OREILLE DISTRICT	$104,858.00	271	1781	15.22%	121	$386.93	101
272	LAKELAND DISTRICT	$302,372.00	421	2245	18.75%	97	$718.22	14
341	LAPWAI DISTRICT	$24,015.00	55	228	24.12%	74	$436.64	86

340	LEWISTON INDEPENDENT DISTRICT	$282,164.00	595	2175	27.36%	64	$474.23	74
458	LIBERTY CHARTER	$74,815.00	111	286	38.81%	20	$674.01	19
182	MACKAY JOINT DISTRICT	$15,675.00	32	107	29.91%	54	$489.84	66
321	MADISON DISTRICT	$239,187.00	566	2685	21.08%	88	$422.59	90
21	MARSH VALLEY JOINT DISTRICT	$57,285.00	121	619	19.55%	95	$473.43	75
363	MARSING JOINT DISTRICT	$78,463.00	118	381	30.97%	48	$664.94	23
421	MCCALL-DONNELLY JOINT. SCHOOL DISTRICT	$95,730.00	226	638	35.42%	30	$423.58	89
11	MEADOWS VALLEY DISTRICT	$1,215.00	10	72	13.89%	127	$121.50	146
136	MELBA JOINT DISTRICT	$76,663.00	176	440	40.00%	17	$435.59	87
785	MERIDIAN MEDICAL ARTS CHARTER	$199,819.00	186	192	96.88%	1	$1,074.30	3
768	MERIDIAN TECHNICAL CHARTER DISTRICT	$39,929.00	64	196	32.65%	40	$623.89	32
134	MIDDLETON DISTRICT	$434,186.00	967	2151	44.96%	11	$449.00	84
433	MIDVALE DISTRICT	$5,100.00	15	70	21.43%	86	$340.00	117
331	MINIDOKA COUNTY JOINT DISTRICT	$288,766.00	425	2065	20.58%	93	$679.45	17
813	MOSCOW CHARTER SCHOOL	$750.00	7	39	17.95%	103	$107.14	151
281	MOSCOW DISTRICT	$112,693.00	239	1129	21.17%	87	$471.52	76
193	MOUNTAIN HOME DISTRICT	$101,605.00	293	1610	18.20%	98	$346.77	114
244	MOUNTAIN VIEW SCHOOL DISTRICT	$46,245.00	88	554	15.88%	113	$525.51	55
392	MULLAN DISTRICT	$2,430.00	8	52	15.38%	119	$303.75	124
418	MURTAUGH JOINT DISTRICT	$44,502.00	77	173	44.51%	14	$577.95	42
131	NAMPA SCHOOL DISTRICT	$901,361.64	1864	6372	29.25%	57	$483.56	69
372	NEW PLYMOUTH DISTRICT	$75,145.00	133	457	29.10%	59	$565.00	48
302	NEZPERCE JOINT DISTRICT	$3,450.00	9	67	13.43%	129	$383.33	102

149	NORTH GEM DISTRICT	$10,440.00	12	62	19.35%	96	$870.00	6
480	NORTH IDAHO STEM CHARTER ACADEMY DISTRICT	$84,813.00	114	186	61.29%	5	$743.97	11
493	NORTH STAR CHARTER DISTRICT	$88,885.00	136	364	37.36%	24	$653.57	25
465	NORTH VALLEY ACADEMY	$6,675.00	17	76	22.37%	79	$392.65	97
135	NOTUS DISTRICT	$10,350.00	32	148	21.62%	85	$323.44	122
351	ONEIDA COUNTY DISTRICT	$117,599.00	204	1823	11.19%	134	$576.47	43
171	OROFINO JOINT DISTRICT	$93,380.00	178	553	32.19%	42	$524.61	57
137	PARMA DISTRICT	$118,007.00	177	497	35.61%	29	$666.71	22
497	PATHWAYS IN EDUCATION - NAMPA, INC.	$2,475.00	11	267	4.12%	151	$225.00	137
371	PAYETTE JOINT DISTRICT	$64,814.00	127	615	20.65%	92	$510.35	61
794	PAYETTE RIVER TECHNICAL ACADEMY, INC.	$22,483.00	108	691	15.63%	117	$208.18	140
44	PLUMMER-WORLEY JOINT DISTRICT	$4,740.00	13	173	7.51%	143	$364.62	106
25	POCATELLO DISTRICT	$976,987.00	1758	5897	29.81%	55	$555.74	52
273	POST FALLS DISTRICT	$302,665.00	435	2749	15.82%	114	$695.78	16
285	POTLATCH DISTRICT	$14,220.00	32	203	15.76%	116	$444.38	85
201	PRESTON JOINT DISTRICT	$159,525.00	386	1224	31.54%	46	$413.28	93
513	PROJECT IMPACT STEM ACADEMY, INC.	$675.00	3	73	4.11%	152	$225.00	138
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	$2,575.00	5	434	1.15%	156	$515.00	60
316	RICHFIELD DISTRICT	$7,490.00	14	79	17.72%	105	$535.00	54
252	RIRIE JOINT DISTRICT	$60,230.00	86	364	23.63%	78	$700.35	15
382	ROCKLAND DISTRICT	$8,342.00	41	92	44.57%	13	$203.46	142

475	SAGE INTERNATIONAL SCHOOL OF BOISE	$42,121.00	90	429	20.98%	89	$468.01	78
291	SALMON DISTRICT	$34,599.00	96	354	27.12%	65	$360.41	108
243	SALMON RIVER JOINT SCHOOL DIST	$3,000.00	7	51	13.73%	128	$428.57	88
60	SHELLEY JOINT DISTRICT	$117,932.00	322	1131	28.47%	60	$366.25	104
312	SHOSHONE JOINT DISTRICT	$23,891.00	42	247	17.00%	109	$568.83	47
537	SHOSHONE-BANNOCK JR-SR HIGH DISTRICT	$4,350.00	16	NULL	NULL	158	$271.88	131
52	SNAKE RIVER DISTRICT	$145,918.00	350	1167	29.99%	53	$416.91	92
150	SODA SPRINGS JOINT DISTRICT	$90,470.00	143	408	35.05%	32	$632.66	28
292	SOUTH LEMHI DISTRICT	$615.00	3	47	6.38%	145	$205.00	141
41	ST MARIES JOINT DISTRICT	$57,445.00	79	446	17.71%	106	$727.15	13
322	SUGAR-SALEM JOINT DISTRICT	$110,823.00	308	855	36.02%	28	$359.81	109
461	TAYLORS CROSSING CHARTER SCHOOL	$35,904.00	55	143	38.46%	21	$652.80	26
401	TETON COUNTY DISTRICT	$97,813.00	156	900	17.33%	108	$627.01	30
460	THE ACADEMY AT ROOSEVELT CNTR	$9,645.00	87	116	75.00%	3	$110.86	150
494	THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	$240.00	3	73	4.11%	153	$80.00	152
559	THOMAS JEFFERSON CHARTER DISTRICT	$10,647.00	42	172	24.42%	73	$253.50	134
287	TROY SCHOOL DISTRICT	$35,035.00	57	142	40.14%	16	$614.65	34
411	TWIN FALLS DISTRICT	$687,251.00	1231	4462	27.59%	63	$558.29	50
262	VALLEY DISTRICT	$10,475.00	32	269	11.90%	132	$327.34	121
139	VALLIVUE SCHOOL DISTRICT	$871,983.00	1414	4421	31.98%	43	$616.68	33
451	VICTORY CHARTER SCHOOL	$58,710.00	88	293	30.03%	52	$667.16	21
463	VISION CHARTER SCHOOL	$125,707.00	161	328	49.09%	8	$780.79	7

393	WALLACE DISTRICT	$8,970.00	23	227	10.13%	137	$390.00	99
431	WEISER DISTRICT	$104,709.00	287	786	36.51%	26	$364.84	105
232	WENDELL DISTRICT	$76,235.00	162	502	32.27%	41	$470.59	77
83	WEST BONNER COUNTY DISTRICT	$6,793.00	24	470	5.11%	149	$283.04	129
253	WEST JEFFERSON DISTRICT	$36,595.00	63	290	21.72%	84	$580.87	40
202	WEST SIDE JOINT DISTRICT	$103,978.00	174	390	44.62%	12	$597.57	38
464	WHITE PINE CHARTER SCHOOL	$2,625.00	22	105	20.95%	90	$119.32	148
288	WHITEPINE JOINT SCHOOL DISTRICT	$5,700.00	10	98	10.20%	136	$570.00	46

NOTES

Note: All figures are based on data and transactions available from July 1, 2021 to June 30, 2022. Information reported can be subject to change. Student usage is compiled from July 1, 2016 to July 1, 2022.

SUBJECT

Less Than Ten (10) Students Reported in Average Daily Attendance

REFERENCE

October 2017	Superintendent reported to the Board that eight (8) schools had requested approval and eight (8) were approved.
October 2018	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2019	Superintendent reported to the Board that nine (9) schools had requested approval and nine (9) were approved.
October 2020	Superintendent reported to the Board that six (6) schools had requested approval and six (6) were approved.
October 2021	Superintendent reported to the Board that five (5) schools had requested approval and five (5) were approved.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Section 33-1003(2)(f), Idaho Code, states that *"Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education."* At the November 1999 meeting, the State Board of Education (Board) delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the Board at the October meeting.

Six (6) schools have requested to operate with less than ten (10) average daily attendance during the 2022-2023 school year. Superintendent Ybarra has approved all of the requests.

IMPACT

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

ATTACHMENTS

Attachment 1 – Superintendent Ybarra's approval and list of approved schools

STAFF COMMENTS AND RECOMMENDATIONS

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

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

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

Statements of agency action are adopted through the Board's Governing Policies and Procedures approval process. To comply with section 33-107(4), Idaho Code, this delegation should be incorporated into Board policy IV.B. State Department of Education. The original delegation and annual reporting requirement was made by the Board at the November 18-19, 1999 Board meeting. In addition to the statutory provisions regarding the delegation of duties to the Board's executive officers, in 2014, the Board amended its bylaws to require all Board action that "impacts the ongoing future behavior of the agencies and institutions to be incorporated into Board Policy." In order to stay compliant with Section 33-107, Idaho regarding the delegation of responsibilities assigned to the Board through Idaho Code and the Board's Bylaws, the delegation of approval of schools with less than ten (10) students in average daily attendance should be established in Board policy.

For the 2021-2022 school year, five (5) schools were approved. This year's approval consists of six (6) schools. One school approved in FY 22 did not need approval, Pleasant Valley Elementary-Jr High School. Approval was requested for two new schools, Lowman Elementary School in the Garden Valley School District and Elk City Public School in the Mountain View School District.

Staff recommends Board policy be amended to delegate the approval authority to the State Superintendent of Public Instruction in accordance with the Board's Bylaws.

BOARD ACTION

This item is for informational purposes only.

IDAHO
STATE DEPARTMENT OF EDUCATION

ATTACHMENT 1

SHERRI YBARRA, ED.S.
SUPERINTENDENT OF PUBLIC INSTRUCTION

650 W. STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
(208) 332-6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

DATE: August 18, 2022

TO: Superintendent Ybarra

FROM: Julie Oberle

SUBJECT: Approval of Elementary Schools Having Less Than 10 ADA

Idaho Code 33-1003(2)(f) states,

Minimum Pupils Required. Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.

At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted will be provided to the State Board of Education.

Attached is a list of school districts and elementary schools requesting approval to operate during the 2022-2023 school year with less than ten (10) average daily attendance. I have on file a letter from each school district on this list. I recommend approval of these schools to participate in the state support program. Upon receiving your approval, I will prepare materials for the October State Board of Education meeting, and a letter to each school district advising them of the approval.

Please let me know if you have any questions or if you would like to discuss.

I, Sherri Ybarra, Superintendent of Public Instruction, approve the attached list of schools to operate during the 2022-2023 school year with less than ten (10) average daily attendance.

Sherri A. Ybarra
_____

2022-2023 Elementary Schools Approved to Operate with Less than 10 ADA
Idaho Code 33-1003(2)(f)

School District Name	Building Number	Building Name	Estimated Enrollment	Superintendent / Contact
071 Garden Valley	398	LOWMAN ELEMENTARY	4	Randy Thompson
111 Butte County	438	HOWE ELEMENTARY	8	Joseph Steele
191 Prairie	491	PRAIRIE ELEM-JR HIGH SCHOOL	4	Victoria Davidson
193 Mountain Home	517	PINE ELEM-JR HIGH SCHOOL	2	James Gilbert
244 Mountain View	1287	ELK CITY PUBLIC SCHOOL	8-10	Steven Higgins
416 Three Creek	835	THREE CREEK ELEM-JR HI SCHOOL	6	Shannon Ault

SUBJECT

Elementary Secondary Education Act (ESEA) as Consolidated State Plan - Amendment

REFERENCE

June 2017	Board received an update on the development of and initial draft of Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act (ESSA) Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education on behalf of the Board.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the U.S. Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	Board received an assessment and accountability update.
March 2020	Board approved a waiver submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
April 6, 2020	Board received an update on the availability of additional ESEA waivers from the U.S. Department of Education.
April 13, 2020	Board approved a waiver for submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math, and

	Science, in grades 3-8 and high school for the 2019-2020 school year.
October 2020	Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	Board approved an accountability addendum based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.
April 2021	Board reviewed the proposed accountability waiver and postponed action pending waiver of the 95 percent participation rule in IDAPA 08.02.03.112.
June 2021	Board waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the accountability waiver and school identification for submission to the U.S. Department of Education.
December 15, 2021	Board received an update on proposed future amendments to the ESEA Consolidated State Plan.
April 2022	Board approved the 2021-2022 Addendum to the Idaho ESEA Consolidated Sate Plan based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2021-2022 school year.
June 2022	Board approved temporary rule Docket 08-0203-2202, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.
August 2022	Board approved proposed rule Docket 08-0203-2201, including the addition of chronic absenteeism to Section 112 Subsection 03, School Quality Measures, and student engagement survey to Section 112 Accountability, as well as amending the assessment section to account for administering assessments at the high school level using a modified cohort model.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code
IDAPA 08.02.03

BACKGROUND/DISCUSSION

The U.S. Department of Education approved Idaho's ESEA Consolidated State Plan (Plan) in March 2018. Prior to the 2018-2019 school year, the state implemented its new school accountability system for the first time. In accordance

with the Plan, schools were identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (October 2018). As we strive for continuous improvement of the system, the State Department of Education (Department) conducted an evaluation of the accountability system to ensure the individual metrics and the system as a whole functioned as intended. This analysis and stakeholder feedback after the system was operationalized identified areas of the Plan where additional information or updates are necessary to best serve schools and students.

Department staff met with the Board's Accountability Oversight Committee (AOC) on January 20, 2022 and February 14, 2022 to finalize the draft of 2021-2022 ESEA Addendum for the 2021-2022 school year, which was necessary as a result of the COVID-19 disruptions. The addendum was approved by the Board on April 20, 2022 to include the following changes:

- Adjusting growth calculation methodology for the progress in achieving English language proficiency indicator.

- Pausing some of the school quality or student success indicators not used in school identification due to data collection issues.

- Adjusting identification methodology due to COVID-19 disruptions and data availability for
    - Comprehensive support and improvement schools;
    - Targeted support and improvement schools; and
    - Additional targeted support and improvement schools; and

- Adjusting exit criteria for the comprehensive support and improvement schools.

In May 2022, the Department drafted a proposed ESEA Consolidated State Plan amendment for the 2022-2023 school year, consistent with the previously approved 2021-2022 ESEA addendum, along with additional technical corrections. In addition, the proposed ESEA Consolidated State Plan amendment for the 2022-2023 school year also reflects that the Board approved pending rule Docket 08-0203-2101 and temporary rule Docket 08-0203-2202, including the removal of student engagement survey and the addition of chronic absenteeism as part of the school quality or student success indicator. Lastly, the proposed ESEA Consolidated State Plan amendment extends the 2022 long-term goals to 2023 for the academic achievement and four-year graduation rate indicators due to COVID-19 related disruptions and limited data availability.

The Department collected public comments on the proposed ESEA Consolidated State Plan amendment from May 9 to June 7, 2022. A public comments survey link was posted on the Department's website and was also emailed to 866 internal and external stakeholders. A total of 33 responded, most anonymously; nine (9)

from a school or local education agency. Large majorities commenting on the replacement of the engagement survey by chronic absenteeism opposed this measure (14 of 16 opposed it for K-8 schools; 10 of 16 opposed it for high schools), see Attachment 3 for the actual comments.

In August 2022, the Department once again drafted a proposed amendment to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2022-23 school year, consistent with the State Board of Education (Board) adopted proposed rule Docket 08-0203-2201. The proposed amendment includes the addition of two non-academic indicators: a student engagement survey and chronic absenteeism, as part of the state accountability system. The proposed amendment also substantially modifies the academic indicator for the high school testing population, impacting how the Department calculates participation and proficiency rates for federal and state accountability and reporting purposes. The proposed amendment also adjusts the school improvement qualitative review criteria for small schools.

The Department collected public comments on the proposed ESEA Consolidated State Plan amendment from August 29 to September 23, 2022. A public comments survey link was posted on the Department's website and was also emailed to all superintendents, charter school administrators, district testing coordinators, and principals, as identified in the state longitudinal data system K-12 program contact file. In addition, the notification was forwarded to Title I-A practitioners, special education directors, and external stakeholders including, but not limited to, the Idaho Education Association, Idaho Association of School Administrators, and Idaho School Boards Association. A total of 33 responded, most anonymously; nine (9) from a school or local education agency. Large majorities commenting on the replacement of the engagement survey by chronic absenteeism opposed this measure (14 of 16 opposed it for K-8 schools; 10 of 16 opposed it for high schools), see Attachment 3 for the actual comments.

IMPACT

Once the 2022-2023 amendment is approved by the Board, it will be submitted to the U.S. Department of Education. This agenda item provides the Board with information on proposed changes to the ESEA Consolidated State Plan that are necessary as a result of Board-approved addendum, COVID-19 disruptions, as well as Board-approved proposed rule Docket 08-0203-2201. Proposed changes will not take effect until the amendment is approved by U.S. Department of Education.

ATTACHMENTS

Attachment 1 – ESEA Consolidated State Plan SY2022-2023 Amendment
Attachment 2 – ESEA Consolidated State Plan SY2022-2023 Summary of Change Round 1
Attachment 3 – Public Comments on the Proposed Amendment Round 1
Attachment 4 - ESEA Consolidated State Plan SY2022-2023 Summary of Change Round 2

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04 provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board prior to submittal of the plan to the U.S. Department of Education. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03 sets out the metrics used for school and district accountability, and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

At the time the Board established the existing accountability framework, the intention was to provide multiple measures of school and district performance that would provide a more complete picture of school performance and opportunities provided to students, and that all of the accountability measures would be made available to the public. At this time, there are a number of school quality measures such as those related to college and career advising that had not been previously collected and reported.

The process the Board uses for making amendments to the Consolidated State Plan includes those amendments first being submitted to the Accountability Oversight Committee (AOC) for their recommendation and then coming to the Board for formal action. Small technical changes or temporary waivers may be submitted directly to the Board for consideration without recommendation from the Accountability Oversight Committee when time is of the essence. On January 20, and February 14, 2022, the AOC discussed both the one-year Consolidated State Plan Addendum and the plans for the long-term Consolidated State Plan Amendment. The Consolidated State Plan Amendment was brought back to the AOC on August 31, 2022, as it related to additional changes to be made that aligned to the committee's previous recommendations. While nearly all of the proposed changes included in the Consolidated State Plan Amendment align to the AOC's feedback and recommendations, there is one area of misalignment. The AOC has consistently recommended that chronic absenteeism be used as a school quality measure for all grades (K-12). The proposed amendment maintains the college and career readiness indicator for high school, but only includes chronic absenteeism for grades K-8. The AOC had anticipated that chronic absenteeism would be used for school identification, as outlined in the Consolidated State Plan, and that the college and career readiness indicator would remain in Idaho's larger accountability framework (report cards and other reporting), but would not be used for school identification. Since federal law requires at least one school quality measure but allows for more, both could be used if the Board wishes to maintain the college and career readiness indicator for school identification. The college and career readiness indicator is based on student participation in advanced opportunities programs.

BOARD ACTION

I move to approve the 2022-2023 Amendment to the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) Consolidated State Plan as provided in Attachment 1, and authorize the Board President to submit the amendment request on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho's Consolidated State Plan

IDAHO STATE DEPARTMENT OF EDUCATION
IDAHO STATE BOARD OF EDUCATION

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702

(208) 332 6800

WWW.SDE.IDAHO.GOV/TOPICS/CONSOLIDATED-PLAN

Idaho's Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

~~June 18, 2019~~
August 29, 2022 Redlined Version
Amended

INTRODUCTION

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

COMPLETING AND SUBMITTING A CONSOLIDATED STATE PLAN

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- Include the information on the Cover Sheet;
- Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- Indicate that the SEA worked through CCSSO in developing its own template; and
- Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix C.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit

[1] *Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by ESSA.*

the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information:
If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

COVER PAGE

Contact Information and Signatures

SEA Contact (Name and Position):

Sherri Ybarra
State Superintendent of Public Instruction
(208) 332-6815
sybarra@sde.idaho.gov

Dr. Linda Clark
President, Idaho State Board of Education
(208) 334-2270
clarklindaid@gmail.com

Idaho State Department of Education
PO Box 83720
Boise ID 83720

By signing this document, I assure that: *To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.*
Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.

Authorized SEA Representative (Printed Name)
Superintendent Sherri Ybarra

Dr. Linda Clark,
President, Idaho State Board of Education

Sherri S Ybarra

February 27 2019

Signature of Authorized SEA Representatives
Superintendent Sherri Ybarra

Date:

L M

Dr. Linda Clark,
President, Idaho State Board of Education

Date: February 27, 2019

Governor
Brad Little

Date SEA provided plan to the Governor under ESEA section 8540:

Signature of Governor

Date: February 27, 2019

PROGRAMS INCLUDED IN THE CONSOLIDATED STATE PLAN

Instructions

Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

Or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
☐ Title I, Part C: Education of Migratory Children
☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
☐ Title II, Part A: Supporting Effective Instruction
☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
☐ Title IV, Part A: Student Support and Academic Enrichment Grants
☐ Title IV, Part B: 21st Century Community Learning Centers
☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

a. **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

1. **Challenging State Academic Standards and Assessments** *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*[2]

2. **Eighth Grade Math Exception** *(ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):*

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No

ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

c. In high school:

i. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

ii. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

iii. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☐ Yes

☒ No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not applicable.

[2] *The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.*

3. **Native Language Assessments** (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)):

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Idaho's definition for languages other than English that are present to a significant extent in the participating student population, is a language spoken by 5% or more of all students, or 20% or more of English Learners.

Over 150 different language and dialects are native to Idaho students. To identify specific languages other than English that are present to a significant extent, we referenced our data from the SY1516 Consolidated State Performance Report, which captures the top five (5) commonly spoken languages shown in Table 1 below.

Table 1: Idaho's top five languages spoken by English Learner populations

Language	# of EL Students
Spanish	11,124
Arabic	389
Swahili	196
Somali	148
Chinese	133

Spanish is the most predominant language, representing nearly 80% of our English Language learners.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

Currently the Idaho Standards Achievement Test (ISAT) in Science, administered in grades 5, 8, and 11 ~~and 7~~, is offered in both English and Spanish. The statewide mathematics assessment, developed by Smarter Balanced and administered in grades 3-8 and high school, is offered in a Spanish/English stacked translation format. Neither the ISAT English Language Arts by Smarter Balanced or the English Language Proficiency Assessment developed by WIDA, are offered in translated versions because English language is a critical component of the measured constructs of these two required statewide assessments.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

At this time, there are no other languages of origin for students that constitute a large enough percentage of the statewide student population to require additional translated versions of any Idaho Statewide assessment.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Not applicable.

4. **Statewide Accountability System and School Support and Improvement Activities** *(ESEA section 1111(c) and (d))*:

i. **Subgroups** *(ESEA section 1111(c)(2))*:

a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Within Idaho's accountability system, all required consistently underperforming subgroups are included in both federal reporting, as well as comprehensive and targeted school identifications.

- Economically disadvantaged are students with a free or reduced-price lunch status.
- English learners are those who have not yet tested as English proficient.
- Major racial and ethnic groups include American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Hispanic or Latino.
- Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners) used in the Statewide accountability system.

Not applicable.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes
☐ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☒ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

The minimum number of students required for the all-students group and each student group listed in section A(4)(i)(a) of this plan to be included for accountability is N >= 20. Previously, Idaho used N >= 25, however after Idaho's Data Management Council (DMC) changed its policy to reduce the minimum number of students for reporting purposes from 10 to 5, the ISDE will reduce the minimum number of students for accountability purposes by a commensurate 5 students.

The minimum number of students required for graduation rate to be included for accountability is N >= 20.

Idaho rule IDAPA 08.02.03.112(5)(d)(i), describes the number of days students must be enrolled in school for accountability purposes: "A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students."

b. Describe how the minimum number of students is statistically sound.

ISDE's analysis showed that the difference in the number of K-8 and high schools captured in Idaho's school identification system changed very little between N >=25, N >= 20, and N >= 15. Table 2 shows how many of Idaho's Title I schools meet the N-size requirement with N >= 20.

Table 2: Approximate Number of Title I schools included in identification system N >= 20

School type	Achievement	Student growth	English Prof.	Graduation rate
K-8 (349 total)	337	314	137	NA
High school (67 total)	64	NA	8	43
Alternative high school (16 total)	11	NA	1	13

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Idaho solicited feedback on the state's minimum N-size for accountability purposes through our online feedback opportunities as well as our in-person feedback forums, which were attended by education stakeholders of all types. Minimum N-size was brought up specifically to understand whether stakeholders had concerns about continuing to use the N-size as determined under the NCLB flexibility waiver.

Feedback from stakeholders, including teachers, administrators, school board members, indicated that N >= 20 is preferred in order to ensure that the performance of each student alone does not have an unreasonable impact on whether the school is identified for comprehensive support and improvement.

However, legislators specifically indicated a desire for Idaho's N-size to avoid leaving very small schools out of school improvement results. Due to this feedback, Idaho's original plan called for the N-size for all students to be N >= 20, but for student groups and graduation rate Idaho would use N >= 10. Feedback from the U.S. Department of Education indicated that this approach was not in compliance with ESSA.

Because there is broad agreement among stakeholders that an N-size smaller than N >= 20 introduces too much noise into comprehensive support and improvement results, Idaho will use N >= 20 for the all students group as well as each student subgroup. However, achievement results for smaller groups of students will still be reported on the school report card as long as they meet state N-size requirements described in section A(4)(2)(e) of this plan.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

[3] Consistent with ESEA section1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "*Best Practices for Determining Subgroup Size in Accountability Systems While Protecting*

The State of Idaho places a high value on preserving the privacy of students and safeguarding their personally identifiable information (PII). To ensure that student data is treated with the utmost security, Idaho has enacted statutory protections found in Idaho Code § 33-133.
As part of this protection, the statute permits the release of student data in aggregate. It requires that "the minimum number of students shall be determined by the state board of education."

To provide oversight and guidance over the collection, retention, and security of student data, the State Board of Education created the Data Management Council (DMC). This controlling body has set rules on minimum numbers reported in aggregate. These minimums supersede any other minimums that may be defined elsewhere unless expressly permitted by the DMC.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

DMC policy page 5 states:
Any release of data that would result in the ability to identify the personally identifiable information (PII) of an individual must be approved by the Data Management Council, aggregated to a minimum cell size of 5, or masked/blurred. This includes situations where a calculation can be done to arrive at a single count of less than 5 students that would risk exposure of PII. Instances where 100% or 0% of students fall within one category and would risk the exposure of PII must also be approved by the Data Management Council or masked/blurred since doing so discloses information on either all or no students and thereby violates the minimum cell size policy.

In order to protect student privacy, we must redact data in any cells of less than 5 students or where the difference between the total of one or more cells of categorical data is less than 5 of the total student population. In addition, Data Management Council Policies and Procedures call for at least two cells to be redacted in most cases in order to prevent any cell required for redaction to be derived. Under DMC policy additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

Performance of student groups that are too small to be included in school identification ~~will still be~~ is reported on the state website and on the state report card so long as the reporting meets the redaction rules detailed above. Enrollment numbers and percentages ~~will be~~ are displayed so long as there is at least one student within the subgroup.

iii. **Establishment of Long-Term Goals** *(ESEA section 1111(c)(4)(A))*:

Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

a. **Academic Achievement** *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

i. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Idaho's long-term goal for English/Language Art and Mathematics ~~will be~~ is to reduce the percentage of non-proficient students by 33% over six years. "Proficient" means that a student has met or exceeded grade level standards in a specific subject as determined by performance on the associated assessment. Robust stakeholder feedback took place to set long-term goals for the state that achieve a balance of both ambitious and achievable. While several options were considered, the ~~below~~ long-term goals below were agreed upon by all stakeholders due to the following:

- The goals result in closing achievement gaps, especially for student groups that currently show the lowest achievement.
- The target year – 6 years from 2017 – encompasses half of a student's K-12 career and therefore achieving the goal would impact students that are currently in the K-12 education system.

Historical data analysis indicates that, had these goals been set in the 2015 school year, a substantial number of schools would have achieved their school-level goal in 2016.

Calculation:Long-term goal = 2016 % proficient/advanced + ((1/3) x (100 – 2016 % proficient/advanced))
Interim progress goal = Difference between the long-term goal and the baseline / 6

Due to disruptions related to COVID-19 and field testing, the 2022 long-term goal has been extended to 2023.

Table 3: Mathematics - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%

Table 4: English Language Arts/Literacy - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%

ii. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Tables 3 and 4 above provide the interim progress goals towards meeting the state's long-term goals for academic achievement in English Language Arts/Literacy and Mathematics. Interim progress goals are also available in Appendix A.

iii. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

By reducing the percentage of non-proficient students by one-third over the next six years, the students in subgroups whose baseline is farther behind the all-students group have a more ambitious long term goal, and interim measures to reach that goal, which will close achievement gaps for all student subgroups, using attainable targets.

b. **Graduation Rate.** *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

i. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The Idaho State Board of Education has established a goal that Idaho's 4-year cohort graduation rate will be 95% by 2023. In seeking to align the long-term goal to this established goal, the state will reduce non-graduates by 75% over six years.

Calculation:
Long-term goal = Class of 2016 % graduating + (75% x (100 – Class of 2016 % graduating))
Interim progress goal = Difference between the long-term goal and the baseline / 6
Note: The all students graduation rate long-term goal has been rounded up to align with the Idaho State Board of Education's existing graduation rate goal.

Due to disruptions related to COVID-19, the 2022 long-term goal has been extended to 2023.

Table 5a: 4 year Graduation rate – Class of 2016 baseline, Class of 2022 long-term goal, and Class of 2017-Class of 2021 interim targets
***Reporting of 4 Year graduation rates lags 1 year**

4 year Graduation Rate	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%

ii. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

Long-term goal = Class of 2017 % graduating + (75% x (100 – Class of 2017 % graduating))

Interim progress goal = Difference between the long-term goal and the baseline/5

TABLE 5b: 5-Year graduation rate long term goals and interim progress goals
***Reporting of 5 Year graduation rates lags 2 years**

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%

iii. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate.

Interim progress goals are in tables 5a and 5b above and in Appendix A.

iv. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As with goals for reading/language arts and mathematics assessments, by reducing the number of non-graduating students by 75% over six years, student groups with lower rates of graduating students will be required to increase the number of graduates at a faster rate in order to meet the state's goals.

English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*
Idaho determines a student's eligibility as an English Learner in a multi-step process, beginning with an initial home language survey, completed at registration. If the home language survey indicates a language other than English is the primary language spoken at home, the student is then screened using the ~~WIDA ACCESS Placement Test (W-APT)~~ WIDA Screener for Kindergarten or WIDA Screener. The student's results from this screener determine eligibility and inform the students plan for developing English language skills.

The ACCESS for ELL ~~assessment~~ is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening are weighted 15% each in the overall composite.

Following the 2020 ACCESS for ELL administration, a student ~~will be~~ is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

The change ~~comes~~ came after analysis of both Idaho and WIDA Consortium data, consultation with stakeholders and assessment measurement experts as well as considering the rigor of English Language assessed by the ACCESS for ELL.

After analyzing the 2016, 2017 and 2018 results from the WIDA ACCESS ~~assessment~~ for ELL, Idaho has updated the measure of expected progress. The new measure of expected progress as captured in table 6a, considers the student's initial ELP level, and recognizes student's English language development is not equal to the years served in an EL program, but influenced by their initial ELP level.

The expected time to English Language Proficiency also serves educators in the development of the student's EL plan in setting realistic and attainable growth targets, with a focus on meeting students where they are and moving students where they need to be, so they can successfully access academic content and be college and career ready.

~~TABLE 6a Idaho Expected Growth to English Language Proficiency~~

~~Initial ACCESS ELP Level~~	~~Target~~	~~Year 1~~	~~Year 2~~	~~Year 3~~	~~Year 4~~	~~Year 5~~
~~6 – Reaching~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~
~~5 – Bridging~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~	~~*~~

~~Initial ACCESS ELP Level~~	~~Target~~	~~Year 1~~	~~Year 2~~	~~Year 3~~	~~Year 4~~	~~Year 5~~
~~4 Emerging~~	~~Expected Proficiency Level~~	~~Level 4~~	~~Level 4~~	~~NA~~	~~NA~~	~~NA4~~
~~4 Emerging~~	~~Expected Progress~~	~~4.0-4.1~~	~~4.2+~~	~~NA~~	~~NA~~	~~NA4~~
~~3 Developing~~	~~Expected Proficiency Level~~	~~Level 3~~	~~Level 3/4~~	~~Level 4~~	~~NA~~	~~NA~~
~~3 Developing~~	~~Expected Progress~~	~~3.0-3.5~~	~~3.6-4.1~~	~~4.2+~~	~~NA~~	~~NA~~
~~2 Expanding~~	~~Expected Proficiency Level~~	~~Level 2~~	~~Level 3~~	~~Level 3/4~~	~~Level 4~~	~~NA~~
~~3 Expanding~~	~~Expected Progress~~	~~2.5-2.9~~	~~3.0-3.5~~	~~3.6-4.1~~	~~4.2+~~	~~NA~~
~~1 Entering~~	~~Expected Proficiency Level~~	~~Level 1~~	~~Level 2~~	~~Level 3~~	~~Level 3/4~~	~~Level 4~~
~~1 Entering~~	~~Expected Progress~~	~~1.5-1.9~~	~~2.0-2.9~~	~~3.0-3.5~~	~~3.6-4.1~~	~~4.2+~~

* Considered English Language Proficient in Idaho

Initial ACCESS for ELL Proficiency Level Composite (2017 or later)	Calculated Growth Year 1*	Calculated Growth Year 2*	Calculated Growth Year 3*	Calculated Growth Year 4*	Calculated Growth Year 5*
6.0 Reaching	**	**	**	**	**
5.0 – 5.9 Bridging	**	**	**	**	**
4.0 – 4.9 Expanding	4.0+	4.2+	**	**	**
3.0 – 3.9 Developing	3.0+	3.6+	4.2+	**	**
2.0 – 2.9 Emerging	2.5+	3.0+	3.6+	4.2+	**
1.0 – 1.9 Entering	1.5+	2.0+	3.0+	3.6+	4.2+

** Only years in which the student was continuously enrolled in Idaho schools count for the year counter in the first row of this table.*

*** English learners must meet proficiency (Idaho Language Instruction Educational Program exit criteria) to be considered as making the expected progress.*

v. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

Idaho will reduce the number of English learners who are not making expected progress to English proficiency, as defined above by 1/3 over five years. This five-year long-term goal has been reset to reflect the change to the expected progress, using 2018 data as the baseline**.**

Table 6b: Percent of Students Making Expected Progress toward English proficiency 2018 baseline, 2023 long-term goal, and 2019-2022 interim targets

2018 Baseline	2019	2020	2021	2022	2023
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

vi. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Interim progress goals are in Table 6b above and Appendix A.

iv. **Indicators** *(ESEA section 1111(c)(4)(B))*

Idaho ~~will~~ annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), originally approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students. All measures in the Accountability Framework reflect Idaho's values and will further empower educators and parents to engage in educational decisions about their children.

The Accountability Framework ~~will be~~ is used to meet both state and federal school accountability requirements and ~~will be~~ is broken up by school categories.

A subset of the measures in the Accountability Framework ~~will be~~ is used as the accountability indicators required by ESSA, and described in this section. Idaho ~~will~~ uses these indicators every three years to determine schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in sections A(4)(v) and A(4)(vi) of this plan.
It should be noted that the state accountability framework groups schools into three categories so meaningful differentiation can be made between like schools. The following school categories are outlined in the state accountability framework:

School Categories

- Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in IDAPA Rule 08.02.03.112.05.f.

- High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
- Alternative High Schools

The indicators Idaho ~~will~~ uses for school identification as required by ESSA are listed by school category.

Academic Measures by School Category
K-8:
- Achievement on Idaho Standards Assessments in English Language Arts and Math
- Growth – as determined by the percentage of students on track to be proficient within three years.
- English Learners making progress towards English language proficiency.

High School:
- Achievement on Idaho Standards Assessments in English Language Arts and Math
- English Learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

Alternative High School:
- Achievement on Idaho Standards Assessments in English Language Arts and Math
- English learners making progress towards English language proficiency.
- Four (4) year cohort graduation rate

School Quality Measures by School Category
K-8:
- ~~Satisfaction and Engagement survey administered to students in grades K-8~~
- Chronic absenteeism rates for grades K-8.

High School:
- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Alternative High School:
- College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

a. **Academic Achievement Indicator**. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide

reading/language arts and mathematics assessments.

Idaho's Academic Achievement Indicator is achievement on the statewide tests in Mathematics and English Language Arts/Literacy and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

Academic achievement indicator measures:

- K-8 Schools
    - Idaho Student Achievement Test (ISAT) Mathematics grades 3-8
    - ISAT English Language arts (ELA)/Literacy grades 3-8
- High Schools
    - ISAT Mathematics
    - ISAT ELA/Literacy
- Alternative High Schools
    - ISAT Mathematics
    - ISAT ELA/Literacy

The academic achievement indicator represents the proficiency on statewide mathematics and ELA/Literacy tests. In the school identification system, academic achievement for K-8 schools is the actual, non- averaged achievement in that school year. For high school, students are allowed to demonstrate their mastery of the high school content standards by taking the assessment at least once in high school prior to or during their 11th grade year.

The state administers and reports the grade level assessments ~~to all students~~ annually and provides comparative data across subgroups.

Used for all schools in state: Both academic indicators in this section are used for all schools in the state according to the school categories as outlined in Idaho's Accountability Framework.

Same calculation for all schools: The same calculation is used for all schools in the state for the academic indicators. This is further described in the process of annual meaningful differentiation methods later in this section.

Validity and reliability: The academic indicators are calculated using statewide test scores in Mathematics and English Language Arts. The Idaho Standard Achievement Tests, developed by Smarter Balanced, have met validity and reliability criteria as outlined in the Federal Assessment Peer Review.

Based on long-term goals: Both academic indicators are aligned directly to Idaho's long-term goals.

Proficiency on statewide reading/language arts and mathematics assessments: The academic indicators are based on the percentage of students scoring proficient or advanced on these assessments. Results from both content areas will be weighted equally. Please see annual meaningful differentiation of schools methodology for further explanation.

Disaggregation: Each academic indicator can be disaggregated for each student group.

95% participation: Both academic indicators measure the performance of at least 95% of all students and 95% of all students in each student group.

b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic Indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic Indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Idaho's Other Academic Indicator is Academic Growth as defined below and meets the criteria for academic indicators as described in section A(4)(iv)(a) of this plan.

Other Academic indicator measures:

- Student Growth to proficiency in English Language Arts/Literacy using a 3 year trajectory model
- Student Growth to proficiency in Mathematics using a 3 year trajectory model

The state ~~will~~ determines the gap between a student's most recent scale score and the scale score necessary to reach proficiency in 3 years. From there, a linear path is created and the minimum score needed to be proficient in three years. A student ~~will be~~ is considered 'on-track' if they meet their annual target on the path to proficiency. For example, a fourth grade student scored 2420 in 3rd grade mathematics and requires 120 scale score points to reach proficiency in mathematics by sixth grade. The student must increase his or her scale score by at least 40 points in the current year to be on track. Student growth targets ~~will be~~ are calculated annually.

The percentage of students 'on track' to be proficient in three years ~~will be~~ is calculated for English Language Arts/Literacy and Mathematics separately and weighted equally.

Disaggregation: The other academic indicator can be disaggregated for each student group. Student growth can be disaggregated for each student group.

Validity and reliability: Student growth calculations are a valid and reliable measure and have been used by the U.S. Department of Education to understand and measure the growth of schools and districts.

95% participation: The growth rate indicator measures the performance of at least 95% of all students and 95% of all students in each student group.

c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the

indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Table 7 below describes Idaho's graduation rate indicators. Idaho uses the four-year adjusted cohort graduation rate for the graduation rate indicator, which follows federal guidelines. See section A(4)(v) for how the graduation rate indicator ~~will be~~ is used for meaningful differentiation of schools. Idaho does not award a state-defined alternate diploma. Based on stakeholder feedback~~.~~, Idaho calculated a five-year cohort graduation rate for the first time in 2018/2019. The Five year cohort graduation rate ~~will be~~ is reported for all high schools.

Table 7: Graduation rate indicators

Indicator	Measure	Description
Graduation Rate	The four-year cohort graduation rate	The percent of students graduating using the four-year graduation cohort rate calculation within a school reported[4] in the current school year.

Used for all high schools in state: The graduation rate indicator is used for all high schools in the state.

Same calculation for all high schools: The same calculation is used for all schools in the state for the graduation rate indicator.

Based on long-term goals: The graduation rate indicator is aligned directly to Idaho's long-term goals.

Disaggregation: The graduation rate indicator can be disaggregated for each student group. The graduation rate indicator can be disaggregated for each student group.

Validity and reliability: The federally-required four-year cohort graduation rate has been shown to be valid and reliable.

d. **Progress in Achieving English Language Proficiency (ELP) Indicator.** Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

[4] *Graduation rate lags by one school year.*

Idaho administers the ~~Access 2.0~~ ACCESS for ELL developed by WIDA as our English Language Proficiency Assessment. The progress in achieving ELP is defined in section iv.c above.

e. **School Quality or Student Success Indicator(s).** Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any school quality or indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Table 8: School Quality Indicators

School Category	Measure
K-8	~~Satisfaction and Engagement survey administered to students in grades 3-8.~~ Chronic absenteeism rates for grades K-8.
High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.
Alternative High School	College and Career Readiness indicators, determined through a combination of students participating in advanced opportunities, earning industry recognized certification and/or participation in recognized high school apprenticeship programs.

Table 8 describes the school quality indicators used in our school identification methodology. Additional school quality indicators are found in Appendix B, described at the end of this section and included in annual reporting on the state, district and school report card used as our tool for annual meaningful differentiation.

Disaggregation: Each school quality indicator can be disaggregated for each student group.

Validity and reliability: ~~The school climate survey will be administered through AdvancED's online platform to students in grades 3-8 (students in grades 9-12 will be surveyed beginning in 2018/19). Schools will be expected to ensure that all student groups are adequately represented in the results by maintaining a 90% participation rate or above. The survey is designed to provide quick access to meaningful and actionable data at the school and district level to improve teaching and learning practices, while also providing valid and reliable results at the state level for purposes of statewide reporting and accountability. Please refer to Appendix E for more information.~~

The college and career readiness indicator will be calculated for every student using data collected by the ISDE, State Board of Education, or the Idaho Division of Career and Technical Education (ICTE).

Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry and success in education and career training after high school. College and career preparation is determined by calculating the percent of students who have demonstrated success preparation for education and/or career training after high school through advanced course work, technical skills attainment or work experience. Advanced coursework includes advance placement courses, dual credit courses, and international baccalaureate programs. Students earn credit by passing the course. Technical Skills Assessment (TSA) is a pathway program that measures a student's understanding of the technical requirements of the occupational pathway. The TSA is a nationally validated, industry-based assessment, administered by an approved vendor, such as Career Technical Education. All juniors and seniors enrolled in a capstone course are required to take the TSA. Work experience includes credit for internships and job shadowing. A student earns work experience credit by passing the established criteria for that experience. At a minimum, each work experience aligns to Idaho's Content Standards. In this way, the work experience requirements for credit are consistent and comparable across the State. The LEA may require additional criteria above and beyond the Standards.

The three options in the college and career ready indicators in Idaho's Accountability framework are equally accessible and reflective of stakeholder feedback and State Board of Education Goals, and allow for meaningful differentiation among all high schools and alternative schools in the state.

Each college and career indicator will include all 12th graders in the denominator providing a true measure of student's access to advanced coursework and a measure of performance throughout their high school experience.

The numerator and denominator are summarized below:

The # of 12th grade students in a high school meeting one or more of the three College and Career options divided by the number of 12th grade students.

Idaho's high school students have equitable access to Advanced Opportunities. Idaho requires that all high schools offer Advanced Opportunities. Idaho rule 08.02.03.106.01 states: "All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Section 007, or provide opportunities for students to take courses at the postsecondary campus."

In addition, each student in Idaho has $4,125 available to them to cover costs associated with Advanced Opportunities. These funds may be used to pay for dual credits, overload courses, or certificate exams.

Additional school quality and student success indicators not used in school identification. Additional school quality indicators in the state accountability framework include students enrolled in grade 8 taking pre-algebra or higher-level math courses and students in grade 9

taking algebra 1 or higher-level math courses in our high schools and alternative high schools. Enrollment in math courses is based on the total population of students in the applicable grade and ~~will be~~ is disaggregated by sub-groups.

Research shows that students learn more in schools that emphasize high academic expectation and students that take higher-level academic courses learn more. This research supports the use of the enrollment in on-grade or above grade mathematics courses as an indicator of school quality and student success. This indicator also allows for evaluation of school programs in aligning curriculum and instruction in setting high expectation.

Credit recovery and accumulation in Idaho alternative schools as a measure of school quality and student success is predicated on the specific academic needs of students in alternative high schools. The state intends to identify the number of courses taken for credit recovery – which is defined as, any course for which a student received credit after previously attempting the same or equivalent course where credit was not earned. The State Department of Education is working with alternative schools to determine the most meaningful way of articulating this in our reporting of the indicators in the state, district and school report cards. Business rules for reporting will be finalized in May 2018.

The final indicator of school quality and student success; communication with parents on student achievement, which applies to all school configurations, ~~will be~~ was implemented in the 2018/2019 school year. ~~and stakeholders will be involved in defining how this will be collected and reported~~.

v. **Annual Meaningful Differentiation** *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Idaho ~~will~~ annually and publicly reports progress on all measures in the state's Accountability Framework (Appendix B), approved by the Idaho State Board of Education and the Idaho Legislature in 2017. These measures were agreed upon by Idaho's stakeholders as the next step forward in education accountability in the state to ensure that all students are college and career ready. Idaho believes defining success requires going beyond statewide test scores and should illustrate multiple measures reflecting the many facets of our students.

All measures in the Accountability Framework reflect Idaho's state values and ~~will~~ further empower educators and parents to engage in educational decisions about student achievement. Idaho ~~will~~ reports results for each indicator disaggregated by all student subgroups for all schools. Idaho's stakeholders were outspoken in their opposition to a summative rating for each school. It was felt that the complex calculations required to

produce a summative score are not transparent, sometimes misleading, and result in a system that is not useful for parents and educators. In order to produce a meaningful report card, Idaho ~~is developing~~ has developed a user-friendly report card that allows for data to be summarized and visualized in ways most useful to parents and community members. The state also ~~plans to~~ incorporated tools for comparing schools to each other. This ~~will~~ allows all education stakeholders to use the multiple measures in the Accountability Framework to differentiate schools.

If the State uses a different methodology for annual meaningful differentiation than the one described in section 4(v)(a) above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

The CSI process for identifying the lowest performing schools relies on multiple measures of school performance to accurately identify schools with systemic challenges. Consequently, to progress through Step 6 above and receive a composite score, schools must meet the n size threshold of 20 students in a minimum number of key indicators.
For K-8 schools, the key indicators are:

- Academic Achievement
    - ISAT/IDAA Proficiency Rate in ELA/literacy
    - ISAT/IDAA Proficiency Rate in Mathematics
- Academic Growth
    - Student Growth toward Proficiency – ISAT ELA/Literacy
    - Student Growth toward Proficiency – ISAT Mathematics
    - English Learner Growth toward English Language Proficiency

K-8 schools must have a value for at least one academic achievement measure and one academic growth measure listed above to receive a composite score.

For High Schools and Alternative High Schools, the key indicators are:

- Academic Achievement
    - ISAT/IDAA Proficiency Rate in ELA/literacy
    - ISAT/IDAA Proficiency Rate in Mathematics
- Graduation Rate
    - Four-year cohort graduation rate (High Schools)

High Schools and Alternative High Schools must have a value for at least one academic achievement measure and a graduation rate to receive a composite score.

When schools meet the n size requirements for the key indicators described above, the SDE ~~will~~ uses the results in the standard, Lowest-Performing CSI process with the weights distributed across the available indicators. However, if the school still fails to meet the n size requirements for the minimum number of indicators, the school will be subject to a qualitative review process.

Qualitative Review Process

In the qualitative review process, the SDE ~~will~~ convenes a review committee ~~comprised of; The Chief Deputy Superintendent, Director of Assessment & Accountability, Director of Federal Programs, Accountability Coordinator, School Improvement Coordinator, a superintendent or delegate representing a local education agency, the Director of Special Education and the Director of EL/Migrant Education,~~ to review the school's characteristics and performance ~~of~~ using available data. This ~~team~~ committee will review ~~de-identified~~ information about the school, including ~~Title I Status, Grades Served and~~ the following:

- Title I status
- Grades served
- Detailed school type (e.g. career technical school, adjudicated school, etc.)
- Number of students in the denominator of each accountability measure
- Performance in each measure
- Student achievement progress and growth based on criteria established by the State Technical Assistance Team (STAT)
- ~~Quintiles in each measure, calculated among all schools part of the qualitative data review process without n-size restrictions~~
- ~~The overall distribution of Proficiency Rate for ELA/literacy, Proficiency Rate for Mathematics, and Graduation Rate, in a scatter plot~~
- ~~The range of performance of schools in the bottom 5 % as identified in the standard process~~
- ~~For High Schools and Alternative High Schools, whether the school was identified for Low High School graduation Rate~~
- For schools serving grades not assessed in our accountability system, the review committee will consider the school's performance on the statewide early literacy assessment as a metric of comparison. While not a measure in our identification system, the statewide literacy assessment is a measure in our accountability framework and is a key performance indicator in annual meaningful differentiation in our report card.

The committee will use the information available during the qualitative review to determine if the school should be identified for comprehensive support and improvement.

vi. **Identification of Schools** *(ESEA section 1111(c)(4)(D))*

a. **Comprehensive Support and Improvement Schools**. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

Idaho ~~will identify~~ identified schools in the beginning of the 2018-19 school year using data from 2015-16, 2016-17, and 2017-18. In the case of the ~~new school climate~~ student engagement survey, only data from the end of the 2017-18 school year ~~will be~~ was used. Idaho ~~will then~~ originally planned to identify schools every three years thereafter, using the same review of three prior years' data. Although this original identification schedule was delayed by COVID-19 disruptions, Idaho will return to a three-year identification cycle starting in the beginning of the 2022-2023 school year. Feedback from stakeholders strongly emphasized a three-year identification cycle in order to build a system that supports the development of sustainable school improvement strategies. School leaders will be able to dedicate time to planning and early implementation in the first year of identification and will have an additional two full years to implement their school improvement strategies, with the intent of generating sustainable change at the school.

ISDE ~~will~~ reviews identification data annually to determine whether schools would be identified during an off-cycle year. If schools are found that are not currently identified but would have been identified if the current year were on-cycle will be notified and offered support and thought partnership from staff. Those schools will be added to a watch list and this will be noted on the school report card.

A subset of the measures in the Accountability Framework ~~will be~~ is used as accountability indicators as required by ESSA, described in section A(4)(iv) of this plan. Idaho ~~will~~ uses these indicators every three years to identify schools for comprehensive support and improvement, and each year to determine schools for targeted support and improvement, using the methodology described in this section and section A(4)(vi) of this plan.

~~Idaho's philosophy is to create a system of school identification that allows ISDE to identify schools for improvement if they are both the lowest performing in the state and not improving student outcomes as measured by the student growth to proficiency trajectory model. ISDE desires to avoid two common challenges associated with school accountability:~~

~~*Growth Ceiling Issue:* Using Idaho's previous rating system, it was possible for very high-performing schools to receive low ratings due to lack of growth, despite there being little room available for progress.~~

~~*Low Baseline Issue:* Previously, even if schools were improving at a fast rate, they could receive poor ratings due to low baseline performance.~~

The steps below describe the calculation steps the state will use in identifying the lowest-performing five percent of all schools receiving Title I, Part A funds.

***Step 1**:*
For each indicator used in school identification, combine the performance of students in the school for the most recent three years and calculate a weighted average. For indicators for which three years of statewide data is not available, the state ~~will~~ combines performance for the number of years that are available.

The example below demonstrates the three year average calculation for math achievement.

Math Assessment	2016		2017		2018		Three year average calculation for Math achievement	
# proficient	95	95.0%	100	78.7%	79	57.20%	274	75.07%
# tested	100	proficiency	127	proficiency	138	proficiency	365	proficiency

***Step 2**:* Select a school and identify the three-year weighted average value of the first indicator (among the academic and school quality indicators described in section iv.)

As an example, the academic achievement indicator for Math, which is the percentage of students scoring at proficient or advanced. From the example calculation above, this value is 75% for a hypothetical school – School X.

School X math performance

Current year Proficient/Advanced
75%

***Step 3**:* Determine the school's rank on that indicator relative to all other public schools in the state in the same school category.

School	Achievement	Rank
P	99%	1
F	98%	2
AA	96%	3
S	94%	4
-	●	●
-	●	●
X	**75%**	**197**
-	●	●
-	●	●
G	32%	378

To continue our example, assume School X's math achievement was about in the middle relative to other schools in the state, ranking 197 of 378 schools.

There are 181 schools with lower Achievement than School X and 196 that have higher Achievement than School X.

Step 4: Calculate the school's percentile rank for the indicator. The percentile rank is a simple calculation: divide the number of schools below the school in question by the total number of public schools in the state in the same school category. This number is then multiplied by 100. This calculation provides the percent of schools in the state that fall below the target school in that indicator.

For our hypothetical school X, the calculation would be as follows:

Math Achievement Percentile Rank

$$\frac{\text{Number of schools below School X (181)}}{\text{Total Number of schools (378)}}$$

Using this calculation, we determine that 48 percent of schools in the state fall below School X in the math academic achievement indicator.

Step 5*:* Repeat steps 1-4 for all indicators.

Step 6: Calculate a composite value for the school based on the available indicators. The composite value is calculated by applying the weights described in section b (below) to the percentile ranks for each indicator (determined at the end of step 4) and summing these values.

Step 7*:* Repeat steps 1-6 for all schools in the state.

Step 8 Rank schools from highest to lowest within their school category based on their composite value.

Step 9 Identify the composite value that would capture the bottom 5% of Title I schools within the K-8, high school, and alternative high school categories.

Idaho ~~will~~ designates both Title I and Non-Title I schools with composite scores at or below the relevant 5% threshold value as schools identified for comprehensive support and improvement.

Step 10*:* Idaho ~~will~~ also celebrates schools for their work to meet the needs of their students by recognizing:

- Schools that meet or exceed the interim progress goals for each indicator.
- Schools that fall into the 90th percentile rank or above using the school identification methodology for each of the indicators in the framework.

i. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

When identifying comprehensive and targeted support and improvement schools as described above, the school quality indicator ~~will be~~ is weighted at 10% for all schools, with the remaining indicators weighted evenly across the remaining 90%.

See Table 9 below for an outline of indicator weights for Idaho's most common school configurations. ~~Stakeholder feedback indicated a desire to avoid assigning artificial weights to each indicator because the weights may appear arbitrary. However, because the school quality indicators are new to Idaho, ISDE has determined that weighting this indicator at 10% is appropriate during the first years of implementation. With this weighting, the academic indicators receive substantial weight both individually and in aggregate, much greater than the weight of the School Quality/Student Success indicator.~~

Table 9: Indicator weights for Idaho's most common Title I school configurations (percent)

School Type (Title 1 Schools)	Math	ELA/ Literacy	Student Growth – Math	Student Growth – ELA/Literacy	English Learner Proficiency	Graduation Rate	School Quality
K-8	18	18	18	18	18	NA	10
K-8 (no ELs)	22.5	22.5	22.5	22.5	NA	NA	10
High school	22.5	22.5	NA	NA	22.5	22.5	10
High school (no ELs)	30	30	NA	NA	NA	30	10
Alternative high school	22.5	22.5	NA	NA	22.5	22.5	10
Alternative high school (no ELs)	30	30	NA	NA	NA	30	10

Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

Beginning in 2019, the state ~~will~~ calculates and reports both a 4-year cohort and a 5-year cohort graduation rate annually for all traditional and alternative high schools.

Beginning in 2021, Idaho ~~will identify~~ identifies all high schools in the state with a 5-year cohort graduation rate less than 67%, based on a three year weighted average, for comprehensive support and improvement.

The change to using a 5-year rate specifically addresses the challenges and unique needs of our alternative high schools, which are required to serve students who are at risk for dropping out due to academic and social or emotional challenges. Using a 5-year cohort graduation rate average for all high schools recognizes the unique challenges and important work educators and students accomplish in preparing students for college and/or career. The use of a 5-year cohort graduation rate also allows the state to meaningfully differentiate high schools in our accountability system.

c. **Comprehensive Support and Improvement Schools**. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on

identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

If a Title 1 school is identified for additional targeted support under section A(4)(vi)(f) of this plan for three consecutive years (i.e., the school has not met the statewide exit criteria for two consecutive years immediately after the year in which it was identified for additional targeted support), that school will be identified as a comprehensive support and improvement school.

d. **Year of Identification**. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Idaho ~~will begin~~ began identifying comprehensive support and improvement schools for the 2018-19 school year and originally planned to repeat this process every three years ~~thereafter~~. Due to COVID-19 disruptions, the identification schedule was pause. Idaho re-identifies schools prior to the 2022-2023 school year and then continues to identify schools every three years thereafter.

Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the methodology for identifying these schools will be calculated annually for the purpose of identifying schools for targeted support and improvement.

The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools. The same calculations will then be run for each subgroup of students (when meeting the n size requirements). Idaho identifies targeted support and improvement schools based on a student group composite below the bottom 5% of state average composite for all students and in the bottom five (5) percent of the corresponding student group composites.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

~~Idaho will identify targeted support and improvement schools based on student group achievement gaps. The percent proficient/advanced for each student group will be~~

~~compared to the percent proficient/advanced for all students not in that group for each indicator in the state's accountability framework as listed in Appendix B. This will be done for each school and each student group that meets Idaho's n-size requirement.~~

~~A consistently underperforming student group in Idaho is any student group that has an achievement gap, relative to its non-group peers, of 35 percentage points or more in any indicator in the accountability framework for three consecutive years. A school with a consistently underperforming student group will be identified for targeted support and improvement.~~

~~For example, a school with a tested Hispanic population that meets or exceeds Idaho's n-size requirement will have the percent of Hispanic students who are proficient/advanced in English/Language Arts and Mathematics compared with the percent of non-Hispanic students who are proficient/advanced in English/Language Arts and Mathematics. If this achievement gap is 35 percentage points or more in Mathematics for three consecutive years, the school would be identified for targeted support and improvement. The same would be the case if the calculation revealed a 35 percentage point achievement gap in English/Language Arts for the most recent three consecutive years (e.g. achievement results in 2019, 2018 and 2017 would be used to identify schools for TSI in 2019 identification cycle). The same methodology will apply to each indicator used to identify schools for Comprehensive Support and Improvement.~~

~~Targeted support and improvement schools will first be identified in the 2018-19 school year and each year thereafter.~~

~~A school will not be identified for TSI where the subgroup performance meets or exceeds the states interim progress goal for that metric.~~

~~The definition of the consistently underperforming student groups used to determine targeted support and improvement schools are:~~

- ~~Economically disadvantaged are students with a free or reduced price lunch status.~~
- ~~English learners are those who have not yet tested as English proficient.~~
- ~~Major racial and ethnic groups include American Indian or Alaskan Native, Black or African American, Native Hawaiian or Pacific Islander, Hispanic or Latino, Asian, and White.~~
- ~~Students with disabilities are students that meet eligibility criteria as outlined in the Idaho Special Education Manual according to the Individuals with Disabilities Education Act (IDEA).~~

Each targeted support and improvement school will be required to develop and implement an improvement plan that is aligned to the long-term goals for the state, and approved by their LEA.

To exit targeted support and improvement, a school must not be identified using the methodology described above.

f. **Additional Targeted Support.** Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

While the lowest-performing five percent of schools will be identified as comprehensive support and improvement schools every three years, the methodology for identifying these schools will be calculated annually for the purpose of identifying schools for additional targeted support.

Idaho identifies additional targeted support based on a student group composite in the bottom five (5) percent of the corresponding student group composites among targeted support and improvement schools.

The composite score is calculated based on three most recent years of data. For indicators for which three years of statewide data is not available, Idaho combines performance for the number of years that are available.

~~The comprehensive support and improvement calculations will be run for all students to identify the lowest-performing five percent of schools. The same calculations will then be run for all subgroups of students (when meeting the n-size requirements). The final, weighted composite value for each student group will be compared with that for schools that are (or would be) identified for comprehensive support and improvement.~~

~~If the composite value for any of the subgroups is below that for the highest performing school in the bottom 5% of the comprehensive identification schools, the school will be identified for targeted support and improvement.~~

To exit additional targeted support, a school must not be identified using the methodology described above.

g. **Additional Statewide Categories of Schools**. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

The state does not identify additional statewide categories of schools.

vii. **Annual Measurement of Achievement** *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95% student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Idaho understands that in order to provide a fair and accurate picture of school success, and to help parents, teachers, school leaders, and state officials understand where students are struggling and how to support them, the state must ensure high participation in statewide assessments.

According to current Idaho Administrative Code (IDAPA 08.02.03.112(e)), "failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency." For the purposes of this plan, "~~measureable~~ measurable progress on ISAT proficiency" is defined as not having met the school's interim progress measure toward its long-term goals in any group where 95% participation is not attained.

Additionally, "If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation."

Should a school or LEA not meet the 95% participation minimum standard, the local school board will be notified by the State Board of Education that the school or district has failed to meet the minimum standard of reporting and that this will be reflected on the state report card. The ISDE will support the school or LEA to write a parent outreach plan that addresses how it will engage parents and community members in order to meet the 95% participation minimum standard. In addition, ISDE will develop policies requiring the LEA to use a portion of its funds pursuant to 33-320, Idaho Code (Continuous Improvement Plans) for local school board and superintendent training on data-driven decision-making and assessment literacy.

If a school has at least 95% participation in any year, the school ~~will not be~~ is not required to submit a parent outreach plan for the following year.

viii. **Continued Support for School and LEA Improvement** *(ESEA section 1111(d)(3)(A))*

a. **Exit Criteria for Comprehensive Support and Improvement Schools**. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Lowest performing 5% of schools:
To exit comprehensive support and improvement a school identified in the lowest performing 5% of schools must:

- No longer meet the eligibility criteria for comprehensive support and improvement (no longer be in the lowest 5%), and
- Achieve ELA and Math results above the ~~20th~~ 10th percentile within each school category for the all student group, and
- Articulate in writing a plan for sustaining improved student achievement. The plan will be submitted to and approved by the State Technical Assistance Team (STAT). This plan will articulate measurable goals, aligned strategies, and a robust monitoring plan. This sustainability plan must explain how the school will maintain a strong rate of growth and change for students while addressing how the school intends to ensure sustainability without additional improvement funds.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

Schools with graduation rate below 67%:
Schools identified for comprehensive support and improvement by failing to graduate two-thirds of its graduating cohort may exit from comprehensive status if:

- The school's average graduation rate over the previous 3 years exceeds 67%, or
- The school's graduation rate for two consecutive years exceeds 67%.

b. **Exit Criteria for Schools Receiving Additional Targeted Support**. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools identified for additional targeted support will be assigned school improvement goals with a three-year timeline for the student group for which the school was identified for additional targeted support. These goals will be aligned with a long-term goal for that student group to reduce the gap to 100% proficiency in each indicator by half over 6 years with 2016 as the baseline year. To exit, a school must:

- No longer meet the eligibility criteria for additional targeted support, and
- Achieve ELA and Math results above the ~~20th~~ 10th percentile within each school category, for all subgroups for which the school was identified for targeted support and improvement.

A school may not exit if student outcomes (e.g. proficiency rates) have not improved from the point of identification.

c. **More Rigorous Interventions**. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

More rigorous interventions in a school failing to meet Idaho's exit criteria after three years will be led by the State Technical Assistance Team (or STAT, see section A(4)(viii)(e) for a complete description), who will facilitate the completion of a Comprehensive and Integrated Field Review (CIFR) that will lead to next steps for the school. Below is a description of the steps the STAT will complete to determine more rigorous interventions.

Notification of insufficient progress from the Superintendent of Public Instruction will go to:

- The Idaho State Board of Education
- The local school board
- The superintendent of the LEA with the building principal copied
- The public via the School Accountability Report Card

Next steps include:

- The ISDE conducts a Comprehensive and Integrated Field Review (CIFR) during the fall following the third year of identification (see below for membership and protocol).
- The State Board of Education may direct the use of some of the LEA's continuous improvement funds pursuant to 33-320, Idaho Code for local school board training in school improvement.
- A leadership coach may be assigned to the local school board and LEA leader to inform school improvement at the local level.

Membership of the Comprehensive and Integrated Field Review Team may include:

- ISDE representatives
- LEA/school administrators and teachers from the region with similar demographics, which may include a school librarian
- Persons nominated by Idaho School Boards Association, Idaho Association of School Administrators, Idaho Association of Special Education Directors, Idaho Education Association
- Administration/faculty applicants from high achieving schools chosen by the State Department of Education

Comprehensive and Integrated Field Review protocol:

- Observe a stratified sample of faculty including teachers of special populations, using a standard protocol. The protocol will include a subset of the indicators that align with the state's current teacher evaluation system.
- Interview focus groups with teachers, parents, students, and noncertified staff (e.g. food service, custodians and paraprofessional.
- Interview LEA and school administrators.
- Collect and interpret data.
- Recommend additional school interventions to school, LEA, and state leadership.
- School, LEA, and state leaders agree upon and implement new interventions for the school.

d. **Resource Allocation Review**. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho will identify all LEAs with 50% or more of comprehensive and targeted support and improvement schools every year.

For LEAs with 50% or more comprehensive and targeted support and improvement schools the state will annually review ESSA Federal program resource allocations from the LEA to the school through the Consolidated Federal and State Grant Application (CFSGA). Budget and expenditure information, supports and resources, and student performance will be analyzed to determine the effectiveness of those supports.

ISDE has access to a wide variety of resources, including funding, expertise, math and ELA coaches, leadership training, and assessment development. The allocation of these resources will first be applied to those comprehensive and targeted schools, especially the LEAs that have more than 50% of schools identified for comprehensive or targeted support.

e. **Technical Assistance**. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Idaho is committed to a robust statewide system of support. Our system of support is designed to pair local issues with local solutions and draws from a variety of resources and programs to build the capacity of schools and LEAs for continuous and sustainable improvement. The statewide system of support is managed and coordinated by the State Technical Assistance Team (STAT). This team is responsible for overseeing all school improvement grants for comprehensive and targeted schools. The STAT works with LEAs to ensure that improvement plans are evidence-based and managed for high performance.

The STAT will provide a network approach to improving instruction and achievement for each school identified as comprehensive support and improvement. The STAT will include members of the executive team, federal programs director, ~~associate deputy of federal programs,~~ director of special education, ~~director of Title III,~~ director of curriculum and instruction, director of assessment, school improvement coordinator, a Career and Technical Education (CTE) representative, a state board of education representative, and members of the local LEA and school leadership teams. Depending upon the needs of the schools identified for comprehensive or targeted assistance, other specialists will be asked to provide input, such as school library or charter school representatives.

Plan implementation and management support may be provided by the STAT if specifically requested by the LEA or school. The assistance may be in the form of conducting a comprehensive needs assessment, drafting a comprehensive plan, defining evidenced-based interventions, defining key indicators to measure and monitor, conducting periodic data collection, evaluating the data, and making necessary corrections in the interventions.

As shown in Table 10 below, the statewide system of support includes strategies and activities that LEAs and schools can select based on need. Schools identified for comprehensive support and improvement will likely need to draw on multiple strategies, whereas schools identified for targeted support and improvement may apply focused resources on meeting the needs of particular groups of students. This could include drawing on the English Learner Program to support EL students or providing extended learning time to help accelerate learning for specific groups of students. All funded activities and programs are evaluated regularly for evidence of effective implementation and to assess the degree to which services and activities are evidence-based. Programs draw on guidance from the U.S. Department of Education's What Works Clearinghouse and expertise from the Northwest Comprehensive Center and Regional Education Lab Northwest.

The STAT will ensure that school improvement plans meet evidence-based requirements under ESSA, and that the state interventions being applied to schools are evaluated to

ensure that they are high quality and resulting in improved outcomes for students.

State-led school improvement activities are funded through the state administrative set-aside for 1003(a) funds. Services are provided directly to schools identified for improvement, when requested by the LEA as an optional part of the 1003(a) funding formula.

Table 10: Strategies used in the Idaho statewide system of support

Strategy	Activity	Provider/program	Funding source
Creating/implementing comprehensive and targeted school improvement	Diagnostic evaluation/needs assessment to determine key challenges and root causes	ISDE or approved provider	Title I-A School Improvement funds
Creating/implementing comprehensive and targeted school improvement	Comprehensive school improvement and leadership coaching	Idaho Capacity Builders	Title I-A School Improvement funds
Improving leadership effectiveness	Training/Mentoring for School Board Members	ISDE, Idaho School Boards Association, Idaho Building Capacity Project	School Improvement funds
Improving leadership effectiveness	Leadership coaching	Idaho Building Capacity Project	School improvement funds
Improving leadership effectiveness	Mentoring and support for principals	Idaho Principals Network Idaho Principal Mentoring Project	School improvement funds Title II-A
Improving leadership effectiveness	Mentoring and support for superintendents	Idaho Superintendents Network	School improvement grant
Improving leadership effectiveness	School improvement training for local school boards and superintendents	ISDE or contract vendor	State funds pursuant to 33-320, Idaho Code

Strategy	Activity	Provider/program	Funding source
Improving leadership effectiveness	Mentoring, training, and support for emerging CTE leaders and prospective CTE administrators	Leadership Institute	State funds (CTE)
Aligning curriculum and improving instruction	Professional development and technical assistance in curriculum and standards development and alignment and research-based instructional improvement	Approved providers; state regional mathematics or ELA specialists	State funds
Aligning curriculum and improving instruction	Idaho Content Standards/Literacy coaching	Idaho Coaching Network, ELA/Literacy	State funds
Aligning curriculum and improving instruction	Training on the Idaho Content Standards and technical assistance with how to align curriculum, instruction, and assessment practices	Idaho Coaching Network/ELA/ Literacy Coaches, Idaho Math Centers	State funds
Aligning curriculum and improving instruction	Educator evaluation training and coaching	ISDE and SBOE Educator Effectiveness Coordinators	State funds
Aligning curriculum and improving instruction	Opportunities to implement STEM curriculum	STEM Action Center	State and federal funds
Aligning curriculum and improving instruction	Training on Assessment and Data Literacy	ISDE	State funds (CTE)

Strategy	Activity	Provider/program	Funding source
Aligning curriculum and improving instruction	Training on the Idaho Career Technical Content Standards and technical assistance with how to align programs and assessments.	ICTE Reach Professional Development Conference; Program Quality Managers	State funds
Aligning curriculum and improving instruction	Participating in the Idaho Mastery Education Network	ISDE	State funds
Supporting English learners	Technical assistance with EL program design	Idaho English Learner Program	State and federal funds
Supporting English learners	Training on WIDA standards and technical assistance on aligning WIDA standards with Response to Intervention (RTI) practices	Idaho English Learner Program	State and federal funds
Supporting Special Education students	Multi-tiered instructional training and coaching	SESTA team of Special Education Idaho Center on Disabilities and Human Development	State funds, special education funds
Supporting Special Education students	Training on intensive interventions, assessments and strategies related to special education	SESTA team of Special Education Idaho Center on Disabilities and Human Development	Special education funds

Strategy	Activity	Provider/program	Funding source
Extended learning time	Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21st Century Community Learning Centers and school or public libraries)	ISDE and/or Idaho Universities	Title IV
Family and community engagement	Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process	ISDE-Family Engagement Coordinator	State funds
Family and community engagement	Access to and support with the Family Engagement Tool (FET)	ISDE-Family Engagement Coordinator	State funds
Family and community engagement	Career and Technical Student Organizations (CTSOs) provide student leadership opportunities and community engagement	ICTE	-

Strategy	Activity	Provider/program	Funding source
Family and community engagement	Career and Technical Program Advisory Committees provide community partnerships and industry input for CTE programs	ICTE	State funds (CTE)

The following describes each of these strategies and activities in greater detail:

Management of Comprehensive and Targeted School Improvement
LEAs and schools need guidance and support in conducting needs assessments, prioritizing goals and needs, and developing improvement plans that are actionable and effective. ISDE partners with local and regional organizations to provide this assistance.

Comprehensive needs assessment and action plan: As part of the state's support, all comprehensive support and improvement schools will conduct a comprehensive needs assessment. The needs assessment may include an examination of four key components of each school: climate and culture, student engagement, leadership, and stakeholder perspectives and experiences. Data will be collected and analyzed using key performance and improvement indicators for school quality and learner outcomes. Areas of improvement will include a root-cause analysis to determine appropriate solutions. Improvement areas will be prioritized, and this information will help guide LEAs in writing their comprehensive support and improvement plans and will help the STAT provide ongoing support assistance. If the LEA would like assistance from ISDE in either conducting the diagnostic evaluation or recommending an external provider, the school improvement coordinator will provide the information and resources.

Action plans from the diagnostic evaluation will address the why, who, what, when, and resource allocation for making improvement changes. A vision for the school will be developed and the school's strategic direction—setting short-term (one year) and long-term (three to five years) goals—will be identified. An important component of the plan will include external stakeholder involvement in the development process and during the implementation of the plan. External stakeholders will include, at a minimum, the principal and other school leaders, teachers, and parents. The LEA will address in the plan how it will monitor and oversee the plan's implementation, as well as how the effectiveness of the plan will be evaluated. Title I-A school improvement funds may be used to fund a comprehensive needs assessment if the LEA chooses to use an external provider. Additionally, grant funds will be available for all Title I schools identified as comprehensive support and improvement for the purpose of implementing system changes, strategies, and interventions as identified in the school's improvement plan based on the results of the comprehensive needs assessment.

The STAT will meet regularly either in person or via web conference (depending on where team members are located). The state school improvement coordinator will develop the

agenda with input from STAT member stakeholders and will facilitate the meetings. One of the key responsibilities of this group will be to review data to inform strategies for improvement. Data from each of the stakeholders will be provided to the STAT members ahead of the meeting time. The purpose of the meeting will be to review progress from the last meeting and identify action plan supports and next steps for the following meeting. All stakeholder members are mutually responsible for the improvement of the school.

Given that the STAT will have members who are part of ISDE's executive team, ISDE will have an internal system of control with regular feedback provided to the superintendent and cabinet. The STAT members will also be responsible for continuing to convene regular meetings of a core team, which will include representatives from ISDE, CTE, and OSBE leadership. ISDE, the STAT, and the core team will have access to technical assistance from external providers and will reach out to staff from other state education agencies to brainstorm challenges.

The STAT will use the LEA and school improvement plans as a component of analysis of school progress. This team will work with LEAs to examine school data in an iterative process that includes an initial benchmark of student achievement levels, delivery of the prescribed intervention, a second assessment of progress, continued intervention, and a third assessment of progress.

If the monitoring of data demonstrates *no improvement in student progress* toward desired outcome(s) after two cycles within one year of the initial grant, the STAT, in collaboration with the LEA, should determine modification to the intervention(s) or a redefinition of the intervention. The new or modified intervention should be implemented and the monitoring process should begin again.

If the school no longer falls in the category of comprehensive support due to the *significant increase in achievement and/or growth* or it is the conclusion of the STAT that the school's processes and procedures will result in higher levels of student outcomes, ISDE and the LEA will discuss termination of designation and a plan for interim measures of progress, student data, and scaffolded support. The school will be considered exited, but the additional funding allocated for support will no longer be distributed.

Idaho Building Capacity Project: Central to the strategy of providing assistance with the management of school improvement is the Idaho Building Capacity (IBC) Project. The project began in 2008 and is now a cornerstone of ISDE's statewide system of support and its approach to school improvement. Idaho Capacity Builders are experienced educators who have in-depth knowledge of school improvement processes and demonstrated experience implementing change processes. All schools identified for comprehensive or targeted support will receive support from a Capacity Builder. Capacity Builders coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or LEA system. Capacity Builders are provided with a toolkit of evidence-based school improvement resources and, in partnership with school and LEA leaders, help create and implement a customized school improvement plan. The Capacity Builders are managed by regional school improvement coordinators at Boise State University, Idaho State University, and University of Idaho.

Improving Leadership Effectiveness

The statewide system of support includes several activities to increase the effectiveness of LEA and school leadership. The following activities draw on the strengths and assets of Idaho's educators while providing focused support to leaders of schools identified for comprehensive or targeted support and improvement.

Idaho Principals' Network (IPN): The IPN brings school principals together in a professional learning community that is singularly focused on improving outcomes for all students by improving the quality of instruction in all schools. Through the IPN, principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the instructional core. For example, the network has worked on improving classroom observations, building turnaround leadership competencies, and instructional rounds. For schools identified for comprehensive support and improvement, the IPN is required and provides coaching and support unique to the leadership needs of each principal. Data collected in July 2017 indicated that IPN participants overwhelmingly indicated satisfaction with the program. Over 95% of participants would either recommend or strongly recommend the program and indicated that the workshops are useful and directly impact their work.

Idaho Superintendents' Network (ISN): The ISN was developed by ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of LEA leaders in improving outcomes for all students by focusing on the quality of instruction. The network comprises committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. The superintendents support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their LEAs. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss self-identified issues. The ISN is a key resource for superintendents in LEAs with schools that are in comprehensive and targeted designation in order to support and build their capacity in specific aspects of leadership. Areas of support provided by the ISN include transforming district central offices for learning improvements, using data to improve teacher effectiveness and instruction, and creating strong stakeholder relationships. The ISN is required for district superintendents with one or more schools identified for comprehensive support and improvement.

The Idaho Principal Mentoring Project (IPMP): The IPMP is designed for early career principals in Idaho. This project is voluntary and will provide new to position principals multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor school leaders. Principal mentors are assigned to principal mentees based on need and experience. Mentors coach leaders through the tasks of improvement with regular high-performance phone calls. Principal mentors are provided with a toolkit of mentoring resources and work with mentees to create a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices,

and using data to improve instruction. Data collected in July 2017 showed that 100% of IPMP participants indicated satisfaction with the program and that it directly impacts their work. Moving forward, IPMP participation will be required for new principals serving in schools identified for comprehensive support and improvement.

Idaho Career & Technical Education (CTE) Leadership Institute: Leadership Institute was developed to foster professional development and provide leadership training and opportunities for Idaho professionals in career and technical education. The goal is to train individuals to become local, district, or state-level administrators of career and technical programs. CTE programs in Idaho exist at the middle, secondary, and postsecondary levels, and workforce training exists in noncredit settings such as community colleges and correctional facilities. Each year applicants for Leadership Institute are nominated by a peer, supervisor, or other CTE administrator who recognize the leadership potential of the nominee. New selected members are placed into a cohort to join other cohorts in a rolling 27-month professional development journey that includes training on state and national policy, CTE funding and governance, administration of CTE programs and schools, introduction to national CTE professional associations and advocacy, and personal leadership discovery and growth. Professional staff at ICTE lead the cohorts and act as mentors for the Leadership Institute participants throughout their time in the cohort and beyond.

Aligning Curriculum and Improving Instruction

Professional development and technical assistance from state content specialists: Idaho has a network of local teacher leaders and content specialists who provide high-quality professional development across the state. The Idaho Regional Mathematics Centers are housed within the colleges of education at each of Idaho's four-year institutions of higher education: Boise State University, Lewis Clark State College, Idaho State University and University of Idaho. The staff of each Regional Mathematics Center provides both regional, district and school-specific support in mathematics education. Each center has developed and utilizes a systematic method to gauge regional, district or school needs and readiness in order to provide equal opportunity to services. To ensure a lasting change in Idaho educators' instructional practice, center programs are of sufficient quality, duration and frequency.

The Idaho Content Literacy Coaches are a group of more than 600 teacher leaders who provide professional development on the Idaho Content Standards, along with lessons, units, and assessments aligned to the Idaho Content Standards. For schools identified as in need of comprehensive or targeted support and improvement, regional mathematics and literacy specialists provide job-embedded coaching.

For schools that are implementing mastery education, expertise from the Idaho Mastery Education Network will be a critical resource for implementing this important but challenging shift in how students learn and are assessed. In addition, mastery education may be used as a strategy for school improvement in schools that are not yet implementing mastery education.

Educator effectiveness coordinator: Educator effectiveness is a program that provides LEAs with standards, tools, resources, and support to increase teacher and principal effectiveness and consequently increase student achievement. ISDE's and OSBE's educator effectiveness

coordinators integrate educator effectiveness policies and resources within Idaho's statewide system of support. Schools identified for comprehensive or targeted support and improvement may utilize the educator effectiveness program for the following: integrating observation and evaluation into continuous school and LEA improvement; technical assistance and professional development on effective instructional strategies and interventions; and creating school and LEA improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

Supporting English Learner Students

Schools identified for comprehensive or targeted support and improvement may serve disproportionately high percentages of EL students compared with other schools in the state. ISDE is part of the WIDA Consortium and provides the following supports:

Technical assistance with EL program design and implementation: The Idaho English Learner Program assists school districts with federal and state requirements of ELs. Program staff works with LEAs to create, implement, and maintain language development programs that provide equitable learning opportunities for ELs. The Idaho EL and Title III Program also provides support for all Idaho educators of EL students through professional learning opportunities that are intentionally designed based on evidence about student and teacher needs.

Training on WIDA standards and technical assistance on aligning WIDA standards with RTI practices: The Idaho State EL and Title III Program partners with the WIDA consortium to provide training and technical assistance in implementing the WIDA standards and assessments for English language development and in using data to design and manage instruction and support for EL students.

Extended Learning Time

Adjusting the frequency and intensity of interventions can be facilitated by the provision of extended learning time for students and educators. The state encourages LEAs to review school schedules for efficient use of available time and to ensure that available time is effectively used for instruction and academic intervention. LEAs are encouraged to determine how—within existing frameworks and resources—schools can provide interventions and supports beyond scheduled instructional time and how they might use school improvement funds to extend learning time beyond the school day. In particular, schools may leverage school or public libraries in order for students to access additional education resources outside of regular class time during the regular school day. Additionally, LEAs are encouraged to evaluate and determine how extended professional learning time can be made available for educators within schools identified for comprehensive improvement.

Family and Community Engagement

ISDE provides resources to support LEAs and schools in taking an evidence-based approach to involving families and the community in improving student outcomes.

Family and community engagement coordinator: ISDE has built a system to engage parents within the improvement process. The family and community engagement coordinator

identifies, plans, and implements methods that would support LEA leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Family engagement tool: Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan. As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides: a structured process for school teams working to strengthen family engagement through the school improvement plan; rubrics for improving LEA and school family engagement policies, the home-school compact, and other policies connected to family engagement; documentation of the school's work for the LEA and state; and a reservoir of family engagement resource for use by the school.

Career & Technical Student Organizations (CTSOs): CTSOs are an integral, co-curricular part of all CTE programs. They provide opportunities for students to learn and practice leadership skills in the classroom, the school, the community, and within their organization. CTSO members perform community service projects. They may also engage with business and industry community leaders during board meetings, fundraising, and CTSO conferences where the community leaders attend to act as judges for competitive events. CTSOs are, in effect, the part of CTE programs that is visible to the community.

Technical Advisory Committees (TACs): TACs support CTE programs by providing input on curriculum and projects, collaborating on and/or securing equipment and other program needs, and supporting the educators and schools where CTE programs are housed, as practical and appropriate. TAC members become involved not only for CTE programs but also the school and the community to advocate for program improvement and student success.

Fiscal Management
Idaho's Public School Finance Department provides technical support to LEAs. Finance department staff also prepares reports about revenues, expenditures, budgets, attendance and enrollment, staffing, and school property taxes with information provided by LEAs. For LEAs seeking support on fiscal management and budgetary issues, the State Assistance Team will help coordinate support from the finance department.

ICTE provides technical assistance and oversight to administrators, managers, and teachers regarding the funding distributed through its office. This funding includes, but is not limited to, CTE added-cost funds, career technical school funds, and Idaho Quality Program Standards (IQPS) grants for secondary programs, postsecondary program funding, and Perkins funding for middle, secondary, and postsecondary programs.

f. **Additional Optional Action**. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number

or percentage of schools implementing targeted support and improvement plans.

Not applicable.

2. **Disproportionate Rates of Access to Educators** (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[5]

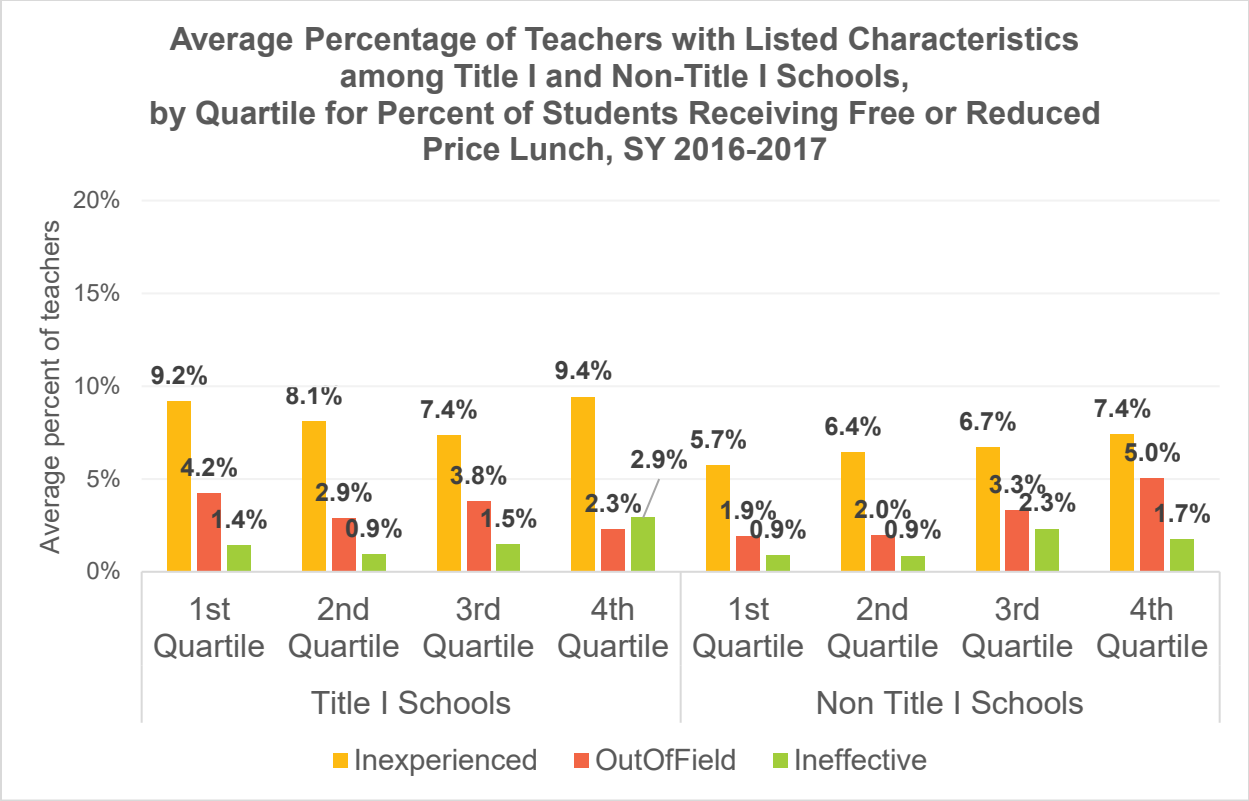
   ISDE created a cross-agency workgroup in 2015 to measure the equitable distribution of educators across the state. ISDE works to analyze educator experience, credentials, and need. The data analysis does not point to disparities in terms of the distribution of personnel who are working with low-income or minority students. The data analysis did identify a shortage of personnel and a higher than desired amount of inexperienced teachers across all areas. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and sparked a statewide effort to study recruitment and retention. This workgroup continues to meet monthly to address various needs around teacher workforce strategies to recruit, retain, and equitably distribute teachers.

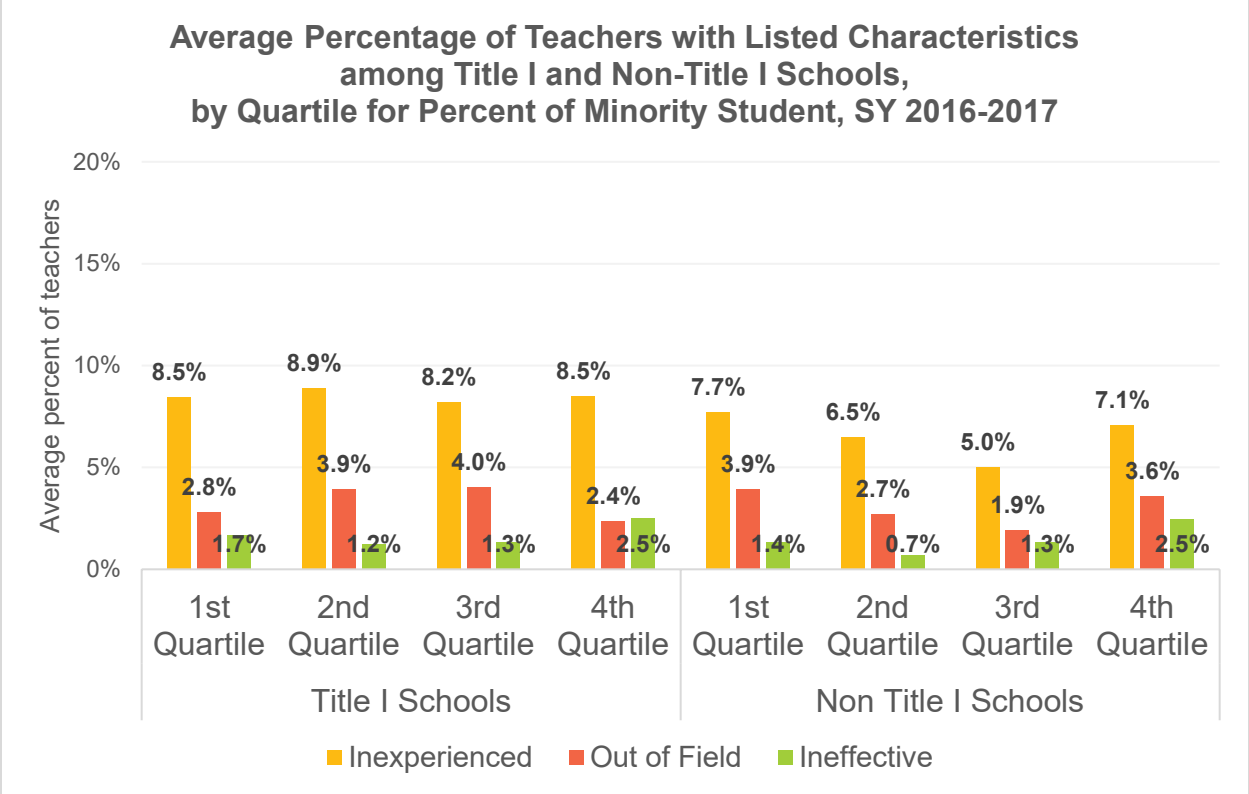
   As illustrated in the approved Equity Plan, Idaho has found that there is little to no correlation between student group and educator quality in the state. Instead, Idaho is working to address a general challenge with teacher recruitment and retention statewide, especially in Idaho's rural and remote school districts. Recruitment and retention of effective educators is a cornerstone focus in both school improvement (using state funds, supplemented by Title I-A school improvement funds) and Effective Educators (Title II-A state activities and set-aside funds). The goal is to support educators at every level of the system.

   In addition, the State Board of Education convened an educator pipeline workgroup in 2016, which is working to release recommendations for addressing Idaho's teacher recruitment and retention challenge this year (2017). This workgroup has representation from diverse stakeholder groups, including ISDE, teachers, school administrators, school board members, parents, and the business community.

   In 2017, the ISDE ran the data for inexperienced, out-of-field, and unqualified teachers in relation to minority and low-income students in Title I-A and non-Title I-A schools to determine to what extent, if any, there may be gaps. The results of this data for the 2016-2017 school year are included below. While this updated data shows some disparity in the distribution of teachers, the gaps are small and will be monitored annually.

[5] *Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.*





For the purpose of regularly analyzing the rates at which low-income and minority students are taught by ineffective, out-of-field, and/or inexperienced teachers, the following definitions are used:

- Ineffective teacher:
  - Majority (50% +1 student) of his/her students have NOT met their measurable student achievement targets (pursuant to 33-1001, Idaho Code), or
  - Has a summative evaluation rating of unsatisfactory.
- Out-of-field teacher: not appropriately certificated or endorsed for the area in which he/she is teaching
- Inexperienced teacher: in his/her first year of practice
- Low-income student: from economically disadvantaged families
- Minority student: identified as a member of a minority race or ethnicity

Note that Idaho's ineffective teacher definition is in alignment with the requirements in the state's salary apportionment law (Career Ladder) found in 33-1001, Idaho Code for educators to advance on the compensation table. The ineffective teacher definition went into effect July 1, 2017 so this data will not be officially in place until after the 2017-2018 school year.

Beginning with the 2017-2018 school year, ISDE will annually run data to analyze these rates and to assess whether or not low income and minority students are taught at a higher rate by teachers deemed to be ineffective, out-of-field, or inexperienced. If gaps arise or are identified, the ISDE will provide specific support and assistance to the building, LEA, and/or region where the disparity exists. Each LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, out-of-field, or inexperienced teachers. Progress will be evaluated annually, as described in Idaho's Educator Equity Plan.

Progress on rates at which low-income and minority students in schools assisted under Title I, Part A are taught by ineffective, out-of-field, and/or inexperienced teachers will be publicly reported when published annually on the ISDE website at: http://www.sde.idaho.gov/topics/ed-equity/index.html.

3. **School Conditions** (*ESEA section 1111(g)(1)(C)):* Describe how the SEA will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

   Existing state supports will be leveraged to increase the impact of Title IV-A funds. After multiple years of stakeholder organizing and working with the Idaho Legislature, a law was passed during the 2015 session that increased the requirements of LEAs to address bullying and harassment including: ongoing professional development for all staff at the school building level, the expectation that all staff intervene when bullying/harassment occurs, the implementation of a graduated series of consequence for policy violators, and annual reporting of bullying incidents to ISDE.

   The Idaho Legislature has also appropriated $4 million ongoing in formula funds to establish safe and drug free schools. These funds can be leveraged to establish optimal conditions for

learning, improve school climate, implement special programs, and explore alternatives to suspension and expulsion. In an effort to maximize these resources and assist LEAs in implementing best practices, ISDE hosts an annual conference focused on the prevention of risk behaviors, out of school time programs, and family/community engagement called the *Idaho Prevention and Support Conference.* Approximately 700 school counselors, teachers, administrators (including charter and alternative), school resource officers, juvenile probation officers, judiciary representatives, school psychologists, and other stakeholders attend every year. Recent conference themes include addressing bullying/harassment and Adverse Childhood Experiences (ACEs). ISDE has focused heavily on ACEs as this research makes a strong case for trauma-informed disciplinary policy and practice.

Additionally, ISDE won a Garret Lee Smith grant focused on youth suicide prevention from the Substance Abuse and Mental Health Services Administration and implemented Sources of Strength (an evidence-based youth suicide prevention program) in select schools from 2014 through 2016, and again in 2020 through 2025. One outcome of this ongoing work was the Idaho Legislature's establishment of the state's first Office of Suicide Prevention in the Department of Health and Welfare with an appropriation of $1.6 million and four new full-time staff positions to continue implementing the Sources of Strength program in schools. This program has demonstrated efficacy not only in preventing suicide but also a wide range of risk behaviors, as it focuses on developing internal strengths such as grit, resilience, hope, and connectedness.

These supports will be used to increase the impact of Title IV-A funds appropriated for LEA and ISDE efforts to address bullying and harassment. The strategies in Table 11 below already have a presence and existing supports in Idaho, and ISDE will encourage LEAs to use Title IV-A funds for these purposes if local data merits the need.

Table 11: Strategies for addressing behavior, discipline, and bullying/harassment

Strategy	Timeline	Funding sources
Idaho Prevention and Support Conference	Spring annually	Title IV-A

Strategy	Timeline	Funding sources
• Support LEAs with existing initiatives: • Positive Behavior Interventions and Supports (school-wide, systemic approach to improved culture and supports based on data) • Restorative justice practices • Mentoring programs such as Big Brothers, Big Sisters • Alternatives to suspension/expulsion (special programs) • Sources of Strength (secondary level) • Good Behavior Game (primary level) • Suicide Prevention Gatekeeper Training • Youth Mental Health First Aid • Mental Health assessment and referral • Crisis response/de-escalation training for school staff • School nurse position with student health room • Wellness programs (Coordinated School Health) • Multi-tiered systems of support • Development of risk assessment protocols and policies • Parenting programs such as Nurturing Parenting • Child sexual abuse prevention initiatives such as Stewards of Children	Ongoing	Title IV-A
Idaho School Safety Symposium	Fall annually	Title IV-A
• Brings together school, government, community leaders, and parents to discuss school safety • Collaboration on current obstacles and challenges • Strategic planning is done in collaboration to guide SEA efforts in addressing school safety in the year ahead • Annually reports out to stakeholders on past efforts and progress • Review key events and emergency response from prior years • Partner in sponsorship with other key agencies, including Office of Drug Policy, Department of Juvenile Justice, and the Department of Health and Welfare	Ongoing	Title IV-A

The ISDE will also access—and encourage LEAs to access—the expertise of the regional Equity Assistance Center funded by the U.S. Department of Education to promote greater understanding of equity and to ensure equal access to educational opportunities for all students, regardless of race, ethnicity, gender, or national origin.

4. **School Transitions** *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The ISDE was deliberate in including a wide range of stakeholders in informing this Consolidated State Plan, in particular, the Title IV part A section includes feedback from representatives focused on suicide prevention, foster youth, homeless youth, families living in poverty, drop-out prevention, children of military families, rights of disabled students, Native American advocacy, neglected youth, migratory families and English learners.

Increasing Opportunities and Outcomes for College and Career: Idaho has a single State Board of Education that oversees its entire P–20 education system. This structure promotes consistency and allows for strategic planning across the entire P–20 education continuum, from kindergarten through college or career attainment. The SBOE sets benchmarks for the percentage of Idaho students graduating from high school, attending postsecondary institutions, and completing college and/or being ready to assume careers. Examples of the implementation of these goals include the support for advanced opportunities (with specific goals for the percentages of students completing advanced opportunities), Next Steps Idaho, which provides web-based guidance through the admissions process and funding streams, as well as efforts at the high school level, such as Idaho College Application Week.

Several committees and taskforces ~~is~~ in Idaho are also working to create a seamless transition from high school to college and career. The Governor's Higher Education Taskforce and Workforce Development Taskforce, convened by the SBOE, which include representatives from diverse stakeholder groups, are working to generate recommendations to further improve Idaho's effort. The SBOE also adopted a statewide definition of college and career readiness in June 2017, which ~~will be~~ was operationalized with college and career readiness standards for high school students that are now in ~~development~~ place.

Transition to School: Idaho does not currently offer state-sponsored prekindergarten, although some LEAs use their Title I and local funds to support this effort. Transitions from prekindergarten to kindergarten are clearly articulated in the State Special Education Manual for students with disabilities. This guidance also addresses student progress through the grade continuum.

Idaho assesses all K–3 students on foundational literacy skills at least twice per year. Any student who is identified as "at risk" must receive a minimum of 30 hours (if slightly below grade level) or 60 hours (if below grade level) of additional intervention. The intervention must meet the evidence-based standard, and LEAs must write plans and identify progress annually to the state. During the 2016 session of the Idaho Legislature, funding for the intervention was increased from approximately $2 million to $9.3 million. During the 2017 legislative session, funding was increased again to $11.4 million.

Middle Level: Idaho recognizes that decisions about college and career are often made prior to high school. To this end, the Middle-Level Credit System was instituted in May 2007 with the purpose of improving rigor, relevance, and relationships in the middle grades; identifying pockets of success throughout Idaho to develop best practices for all middle schools; and ensuring every Idaho student is prepared to be successful in high school and beyond. The Middle-Level Credit System focuses on five key areas: student accountability, middle-level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades. This system provides the flexibility for LEAs to meet the unique needs of their students while maintaining quality.

In addition, 8th graders are required to complete learning plans for high school and beyond before transitioning to 9th grade. The state has developed a career information system for middle school and high school students that enables a student to learn about the skills and dispositions required in a wide range of jobs and professional fields. Eighth grade students also have access to college and career advisors, in which Idaho has invested heavily in recent years.

High School: ISDE supervises K–12 education and has identified priorities that are aligned with the vision of SBOE. The first goal of ISDE's plan is ensure that all Idaho students persevere in life and are ready for college and careers. Every high school student is required to take a set of required courses, and every junior has the opportunity to take a nationally recognized college admission assessment, currently the Scholastic Aptitude Test, which is paid for by the state.

The legislature has appropriated state funds for students to offset costs associated with college entrance exams, dual credit, Advanced Placement, International Baccalaureate, and overload courses. Each student is eligible for $4,125.00 to use beginning in 8th grade. Idaho's dual credit participation has increased dramatically in recent years, with more students entering a two- or four-year university with transferable credits toward major or general education requirements. Thirty-two percent of high school students participated in Advanced Opportunities during the 2015-16 school year, which grew to ~~47%~~ 41% of high school students in ~~2016-17~~ 2020-21.

Career Technical School (CTS): ICTE oversees special CTE schools, referred to Career Technical Schools. These schools are designed to provide high-end, state-of-the-art technical programs and also meet certain other requirements in addition to the requirements of CTE programs in comprehensive high schools, such as field experiences and enrollment from multiple high schools. Career Technical Schools must also provide postsecondary alignment for all of their programs, giving students the opportunity to earn technical competency credits at Idaho postsecondary institutions with similar CTE programs.

Alternative Schools: Idaho's alternative schools help students find success through a personalized approach. The supports and flexibility provided to alternative schools emphasize the specific needs of at-risk students. The alternative schools specifically work with students in grades 6-12 who are transitioning from elementary to middle/junior high

and middle/junior high to high school in order to help them be successful at the next level.

Students enrolled in alternative schools in Idaho receive additional support not always found in traditional secondary schools. This may include assigning fewer classes per day and tailoring instruction to students' individual needs. Students are provided the opportunity to attend summer school in order to make up credits or to get a head start on the coming school year. In addition to the academic requirements, alternative schools are required to provide services based on student needs, including daycare centers for students who are parents and direct social services such as social workers and specialized counselors and psychologists.

ISDE provides specific support for alternative schools, in addition to what is provided to traditional secondary schools. In order to provide specialized instruction and additional supports, alternative schools are provided more funding per student than a traditional secondary school. Alternative schools are also reimbursed for the cost of providing summer school. Alternative schools are invited to participate in the Idaho Prevention and Support Conference and are encouraged to participate in a strand of workshops specifically focused on alternative school best practices and needs. They have also been specifically targeted to participate in programs that provide innovative instructional practices, such as the Idaho Mastery Education Network.

English Learners: ISDE supports the efforts of LEAs to help English learner students (ELs) gain English proficiency while simultaneously meeting challenging state academic content and student academic achievement standards. The Idaho English Learner Program assists LEAs with federal and state requirements related to ELs. The program helps LEAs create, implement, and maintain language development programs that provide equal learning opportunities for ELs. The goal is to develop curricula and teaching strategies that embrace each learner's unique identity to help break down barriers that prevent ELs from succeeding in school.

The Idaho State EL and Title III Program provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. We recognize that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. Partnerships with Idaho's institutes of higher education are essential for incorporating components of EL education into preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

Students with Disabilities: The ISDE Special Education Department works collaboratively with LEAs, agencies, and parents to ensure students with disabilities receive quality, meaningful, and needed services. The department has program coordinators for dispute resolution, funding, program monitoring, results-driven accountability, special populations, secondary transition, and data management. The department also works collaboratively with the Special Education Support and Technical Assistance (SESTA) project through Boise State University. SESTA provides statewide professional development, training, and support

to LEA leaders, teachers, and paraprofessionals who support students with disabilities.

Next Steps: Despite the significant steps taken to create purposeful alignment from preschool to college, the state recognizes the need for additional supports at critical transitions, such as elementary to middle school and middle school to high school. During the 2017–18 school year a task force comprising LEA leaders with transition plans in place, SBOE staff, and ISDE program coordinators will be convened to provide guidance to all LEAs, schools, and families on creating systems of support for students. This work led to the establishment of the of the nextsteps.idaho.gov website, that provides resources and information for students, families, and educators alike. Resources address career development, education and training, and personal exploration activities. During the 2021-2022 academic year, a dual credit online advising module was added to meet the Idaho law mandating advising for all high school students who have accumulated 15 college credits or more through the Advanced Opportunities Program.

The State Board of Education has set a goal that 60% of Idahoans ages 25-34 will have some sort postsecondary degree or certificate. While there is much work to be done to meet or exceed this goal, the state is committed to providing high quality educational opportunities and outcomes for all Idahoans.

e. **Title I, Part C: Education of Migratory Children**

1. **Supporting Needs of Migratory Children** *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

Planning

State Comprehensive Needs Assessment Process: As part of the continuous improvement cycle, Idaho completed a new Comprehensive Needs Assessment (CNA) spring 2016, based on the Office of Migrant Education Comprehensive Needs Assessment Toolkit. This process included stakeholders, appropriate ISDE and LEA staff, and parents. Results of the needs assessment surveys for staff, parents, and secondary students provided a snapshot of perceived needs from the stakeholders most directly involved in the education of migrant children and from the children themselves. Intensive analysis of student performance data also informed the process. Finally, Parent Advisory Council (PAC) feedback throughout the process provided ongoing parent insight into student and family needs, especially those of preschool students and out-of-school youth. The CNA is the foundation of the Service Delivery Plan (SDP) and its measurable program outcomes and objectives.

LEA Comprehensive Needs Assessment Process and Toolkit: ISDE provides tools to the LEAs for performing local needs assessments. The Idaho needs assessment surveys, suggestions for conducting a local CNA, and strategies for collecting and reporting needs data are found in the Idaho LEA Migrant Education Program (MEP) Comprehensive Needs Assessment Toolkit. The toolkit can be found on the Migrant webpage under Resource File in Migrant Services http://www.sde.idaho.gov/el-migrant/migrant/index.html. LEAs are provided with technical assistance in performing the CNA process and are monitored to ensure that local needs assessments are taking place.

State Service Delivery Plan: Idaho completed a new Service Delivery Plan in the spring of 2017 based on concerns raised in the Comprehensive Needs Assessment that included migrant stakeholders. All migrant funded LEAs have received new Measurable Program Objectives (MPOs) and have provided assurances to the Idaho MEP through the consolidated grant application process that they will work to implement the strategies and evaluate the results as measured by the MPOs. Data is collected at the end of the performance period from every project LEA, showing their self-evaluation of their progress at meeting the MPOs. The Idaho MEP will aggregate this data to evaluate the progress of the Idaho MEP at serving the unique needs of migrant students.

Implementation

The State Department of Education implements the Service Delivery Plan through the Consolidated Federal and State Grant Application completed by LEAs each year, which includes the MPOs from the state Service Delivery Plan. In Idaho, one-third of LEAs have small migrant programs and receive minimal funding, therefore MPOs that are more appropriate to larger programs are optional for smaller programs. LEAs select which of the optional MPOs they will implement for the coming year. Required MPOs are pre-selected

for all LEAs. LEAs then briefly describe their plan for implementing each MPO selected in the grant application.

Evaluation
Idaho has a Migrant Student Information System, created by in-house developers. In this system, each LEA reports whether or not it has achieved the selected MPO from the submitted consolidated plan. They also report supporting information for each MPO. LEAs are required to submit this information in the fall so services delivered in the summer may be included. ISDE uses this data to evaluate the overall program success at meeting MPOs and for analyzing the Service Delivery Plan and data collection methods for needed revisions.

In addition, Idaho has a three-year cycle of monitoring that includes a site visit, interviews with parents, secondary students, teachers, the family liaison, administrators, the local migrant director and business manager. Monitoring occurs as a consolidated process with all federal programs represented. The migrant program also conducts informal monitoring of migrant summer school programs through site visits. Each LEA that offers a summer program is visited at least once every three years.

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

It is critical that migrant students in Idaho have equal access to all appropriate local State, and Federal programs in addition to supplemental MEP services designed to meet the Measurable Program Outcomes (MPOs) identified in the Service Delivery Plan (SDP).

In order to ensure that this takes place, the Idaho MEP has a two-pronged approach. First, ISDE MEP staff has provided, and continues to provide, intensive training and technical assistance to LEAs to ensure that they do not use migrant funds to provide services to migrant students that they would normally be eligible to receive, regardless of migrant status (supplanting). By ensuring that LEAs understand that migrant funds must be used after other programs provide services, we ensure that migrant students receive every service that they are entitled to under other programs, in addition to migrant services. Second, collaboration by migrant and other program staff at both a state and local level is a clear expectation shared with local migrant directors in training and is part of the ISDE monitoring process. State monitoring includes an indicator that requires proof that LEA migrant staff are in collaboration with other local, State and Federal educational programs, including Title I-A, III-A, McKinney-Vento and others. Indeed, many Idaho LEA migrant programs are small enough that the family liaison is the only migrant staff person. He or she often provides services through advocacy (support services) both within the school and in the community, ensuring that the children receive the services they need from school, health and other social services in the community (referred services). This collaboration ensures that migrant students' needs are addressed in schools by multiple programs.

Services provided to preschool-aged students are included in three MPOs in the category of School Readiness. Since Idaho does not have state-funded preschool, LEAs generally do not serve these students through local, State and other Federal programs. In Idaho, Migrant

funds may be used to pay fees for migrant students to attend developmental preschool programs as peer models, who would not otherwise be able to attend. Some LEAs with larger migrant populations provide preschool as a site-based migrant preschool. Other LEAs offer programs including home visits with materials and training provided to parents. Many LEAs offer preschool services through summer programming.

Out of School Youth (OSY)

Idaho uses materials developed by the Office of Migrant Education's Consortium Incentive Grant (CIG) "Solutions for Out of School Youth" (SOSY), including the OSY Profile adapted for Idaho. LEAs fill out this profile gathering data on the needs of the out of school youth and dropouts and provide referrals to other agencies, such as the High School Equivalency Program (HEP), agencies that can provide training opportunities, and social and health services to these youth. These profiles are submitted to the ISDE. In addition, the state provides MP3 players with intensive English curriculum for LEAs to use with out of school youth and dropouts who need help with learning English.

Drop-outs

Idaho's MEP strives for all migrant students to graduate. Our approach is to provide services and activities to keep students on track for graduation. For all migrant secondary students, including those who are at-risk for dropping out, we implement the services and activities mentioned above for out of school youth. In addition, ten of our Migrant-funded districts employee Migrant graduation specialists to prevent students from dropping out of school. Migrant graduation specialists have access to the Portable Assisted Support Sequence (PASS) courses for their students. They also connect students with local and state funded credit accrual and credit recovery opportunities. If a Migrant funded district does not have a migrant graduation specialist, the Migrant family liaison coordinates with the districts' counseling staff to ensure migrant students receive the necessary supports for academic success. Lastly, Idaho's State MEP hosts a Migrant Student Leadership Institute for migrant sophomores and juniors every July. Migrant students who are considered at-risk of dropping out are encouraged to apply for the Institute. The Institute is housed at Boise State University with a focus on college, career, and leadership skills. Services provided to secondary migrant students are focused at keeping students in school until they graduate.

If our efforts to keep students in school are unsuccessful, district migrant personnel attempt to contact the student to identify reasons for dropping out. Each situation is unique, thus assistance and support will vary with each student. At times, migrant staff are able to help students re-enroll in school. Other times, staff are able to help students by referring them to High School Equivalency (HEP) programs or other local GED programs, referrals to vocational training, and other health and social services if applicable. While dropouts are not mentioned specifically in all of Idaho's MPOs, all our strategies are geared towards preventing our migrant students from dropping out.

ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;

The state models collaboration with joint planning of Title I-C and Title III. Title III, Title I-C, and State EL are part of one department at the ISDE. Starting fall of 2017-2018 the working group that collaborated on the recent Comprehensive Needs Assessment and Service Delivery Plan will continue as an advisory panel to the Idaho MEP. This group will be combined with the EL advisory panel as many of the members of each group work with overlapping populations. We will establish a method of rotating members over time and will include State and LEA federal programs staff, family liaisons, K-12 teachers, migrant preschool teachers, parents, and representatives from other agencies who work with migrant families, including the High School Equivalency program (HEP), College Assistance Migrant Program (CAMP) and Migrant Seasonal Head Start (MSHS). Other possible members include representatives from the Idaho Commission on Hispanic Affairs, Institutes of Higher Education, and the State Board of Education. This collaborative group will address concerns and provide advice to continue program development.

LEAs are trained to coordinate Title I-C with Title III in parent outreach, parent advisory councils (PACs), and afterschool programming. For example, LEAs are trained to include migrant program staff in planning and implementing of non-migrant programs to ensure that migrant students are a priority and that those programs meet migrant students' needs. Since many migrant families also use a language other than English in the home and have children who are designated as English learners, these families provide planning, implementing and evaluative feedback to LEAs for both programs.

iii. The integration of services available under Title I, Part C with services provided by those other programs; and

After identifying the needs of migrant students, migrant staff also assesses the availability of non-migrant programming to meet those needs and use migrant funds to provide supplemental programs that meet unmet needs. For example, Idaho does not provide state-funded preschool, so migrant LEAs have implemented a variety of preschool programs, including summer programs, to meet the school readiness needs of our migrant children. In cases where other programs offer services, the migrant programs in LEAs support migrant families by enhancing home school communication and by advocating for migrant students and families to participate in all other programs.

iv. Measurable program objectives and outcomes.

This section outlines how Idaho's Measurable Program Outcomes (MPOs) will produce statewide results through specific educational or educationally-related services. The MPOs will allow the Migrant Education Program (MEP) to determine whether, and to what degree, the program has met the unique educational needs of migrant children and youth as identified through the Comprehensive Needs Assessment (CNA). It should be noted that some MPOs are required of all project LEAs, while others are optional. This determination is

made by the ISDE staff in order to accommodate funded LEAs that serve very few students through mainly providing non-instructional support and referred services.

School Readiness

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
1.1) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support school readiness activities in the home.	1.1) Provide migrant parents with ideas, activities, and materials for use at home with their children to promote first language development and school readiness through site-based or home- based family literacy opportunities (e.g., language acquisition, packets with school supplies, books, and activities).	Required
1.2) By the end of program year 2017-2018, 90% of students attending at least 40 hours of migrant preschool will show a gain on a pre/post-test of school readiness skills.	1.2) Provide migrant funded site-based preschool services to migrant children ages 3- 5 (e.g., during the regular school day, as an evening program, or as part of a summer school program).	Optional
1.3) By the end of program year 2017-2018, 30% of all identified migrant-eligible preschool-aged children will be served.	1.3) Participate in the activities of the Preschool Initiative Consortium Incentive Grants (CIG) and share materials, strategies, and resources with migrant families.	Optional

English Language Arts Achievement

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early literacy as measured by resource distribution logs.	2.1) Provide resources through migrant funds to promote early literacy (e.g., extended day kindergarten, backpacks and school supplies, family literacy nights and opportunities, individual libraries, migrant summer school expeditionary opportunities, tutoring, after school programs).,	Optional
2.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level ELA skills for students in grades 3-12. 2.2b) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary English credit for students in grades 7-12.	2.2 Use qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education (IHEs), Portable Assisted Study Sequence (PASS), after school tutoring, home-based instruction).	Optional
2.3) By the end of program year 2017-2018, 80% of teachers participating in migrant-sponsored ELA professional development will report on a survey that they successfully applied the research-based instructional strategies on supplemental literacy instruction.	2.3) Provide opportunities for migrant staff to attend LEA, regional, state, and/or national level ELA professional development (e.g., migrant funds are used to send staff to PD events).	Optional

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
2.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities (one-on-one or in groups) will report on a pre/post survey that the resources they received have increased their ability to provide ELA academic support at home.	2.4) Provide ongoing (year-round) access and training on specific resources (e.g., school supplies, educational materials, books and multicultural literature) needed by migrant parents and students.	Required

Mathematics Achievement

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.1) By the end of program year 2017-2018, 80% of migrant K-2 students will receive resources to promote early numeracy as measured by resource distribution logs.	3.1) Provide resources through migrant funds to promote early numeracy (e.g., extended day kindergarten, backpacks and school supplies, family math nights and opportunities, mathematics manipulatives, migrant summer school, expeditionary opportunities, tutoring, after school programs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will show gains of at least 20% or grade level proficiency on a pre/post assessment of grade-level math skills for students in grades 3-12.	3.2) Use qualified staff to provide supplemental math extended school services aligned with state standards and proficiencies (e.g., summer school for math, IDLA-advancement, Plato, dual enrollment, community colleges, Idaho National Lab, math camps, academies offered by IHEs).	Optional
3.2a) By the end of program year 2017-2018, 80% of migrant students who participate in an extended school service taught by qualified migrant staff will earn at least one secondary math credit for students in grades 7-12.		Optional

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
3.3) By the end of program year 2017-2018, 80% of migrant staff participating in migrant-sponsored math professional development will report on a survey that they successfully applied the research-based instructional strategies during supplemental math instruction.	3.3) Provide opportunities for migrant staff to attend LEA, regional, state, or national level math professional development (e.g., migrant funds are used to send staff to PD events).	Optional
3.4) By the end of program year 2017-2018, 80% of migrant parents attending parent involvement activities will report on a pre/post survey that they have an increased ability to support math education at home.	3.4.a) Identify organizations, experts, and resources to provide family math engagement opportunities and share information with parents (e.g., Parent Math Night, manipulatives, guest speakers, community and job outings focused on math in their world). 3.4.b) Provide opportunities for migrant parents to attend local, regional, state, and national math family engagement events and activities.	Required

High School Graduation and Dropout Prevention

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
4.1) By the end of 2019-2020 program year, the migrants' graduation rate will increase by 3%.	4.1a) Develop and implement a student monitoring system to follow migrant secondary students' progress toward grade promotion and graduation. 4.1b) Implement an individual plan for any migrant secondary student, who is at-risk for dropping out as demonstrated by lost credits. 4.1c) Provide a secondary migrant graduation specialist or other migrant staff to support migrant students towards grade promotion and graduation for 7th – 12th grades.	Optional
4.2) By the end of the program year 2017-2018, the percentage of secondary migrant students receiving an instructional and/or support service will increase by 20% (or 80% served overall if already serving most of their students).	4.2.a) Provide instructional services during the school day, before or after school, or during summer school for credit accrual for secondary migrant students (e.g., tutoring, study skills elective classes, PASS, credit recovery classes, internships). 4.2.b) Provide support services (e.g., supplemental supplies and fees, advocacy etc.).	Required

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
4.3) By the end of program year 2017-2018, 80% of migrant students or parents participating, will report on a pre/post survey that the information gained was useful in promoting the goal of high school graduation and/or college and career readiness.	4.4) Provide parents and students with information and supportive events related to high school graduation and/or college and career readiness at a minimum of twice per year (e.g., Migrant Summer Leadership Institute, college visits, presentations at Parent Advisory Committee (PAC) meetings, College Assistance Migrant Program (CAMP) collaborations, leadership institutes, career fairs/speakers, Career Information System (CIS) software training).	Required
4.4) By the end of the program year 2019-2020, 90% of migrant dropouts who can be located will receive educational, support, or referral services.	4.4a) Make every effort to contact every student who has not enrolled in school as expected (e.g. multiple attempts using all available resources, such as school records, MSIX Missed Enrollment Report, MSIS Discrepancy Report, etc.). 4.4b) For any student who has dropped out of school in grades 7-12, conduct an exit interview with the student and the parents to determine and alleviate barriers to re-enrollment. 4.4c) Providing educational counseling support services to provide students with multiple options for continuing their education (e.g. alternative schools, online opportunities, GED programs, job-training programs).	Required

Non-instructional Support Services

Measurable Program Outcomes (MPOs)	Key Strategies	LEA Options
5.1) By the end of program year 2017-2018, 80% of migrant staff participating will report an increase in student engagement based on staff surveys.	5.1) Provide professional development (PD) on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, training on mobility /academic/social gaps).	Required
5.2) By the end of program year 2017-2018, 80% of migrant parents participating will report an increase in student engagement based on parent surveys.	5.2) Provide workshops, meetings, and resources to parents and the community on ways to support and involve migrant students (e.g., extra-curricular activities, parenting classes, parent literacy workshops, instructional home visits).	Required
5.3) By the end of program year 2017-2018, at least two local partnerships and/or agreements among the school LEA and community healthcare providers and public health agencies will be established to provide health services to migrant families.	5.3) Establish partnerships and/or agreements among the school LEA and community healthcare providers (such as Lions Club and the regional health district) and public health agencies to provide health services to migrant families, such as Memoranda of Understanding.	Required
5.4) By the end of program year 2017-2018, 80% of migrant parents participating in parent involvement activities will report on a pre/post survey that they have an increased understanding of how to access community health services.	5.4) Provide information on, and referrals to, individualized health advocacy services to benefit migrant families needing health services (e.g., glasses, dental, immunizations).	Required

Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate

coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

ISDE continues to participate in the Migrant Student Information Exchange (MSIX) Data Quality Initiative. Idaho ensures that accurate and complete records are being uploaded to MSIX in order to give liaisons access to up-to-date information on students' academic risk and progress. Further, training has been provided and will continue to be provided in using MSIX information to better serve migrant students. LEAs also receive training in accessing data from Idaho's Migrant Student Information System (MSIS), which provides extensive information on Idaho migrant students, facilitating intrastate transfer of records.

Table 12: Migrant Student Information Exchange agreements

Intrastate Coordination and Records Transfer	Interstate Coordination and Records Transfer
• Idaho's MSIS includes individual immunization records with dates and health alerts • MSIS includes historical information on all Idaho assessments including the Idaho Reading Indicator, Idaho Standards Achievement Tests of English language arts and math and English language proficiency assessment (ACCESS for ELL) • MSIX Consolidated Records includes course history	• MSIX Consolidated Records report for assessments, course history, and move history • MSIX for Move Notifications • MSIX for Data Requests

As part of its consolidated plan, each LEA must complete the following question: "Describe the LEA's coordination efforts with other agencies, including the timely transfer of student records." As part of this question, LEAs must describe "How does the LEA ensure that students who move are served right away in their new LEA (i.e., MSIX, phone calls)?" Acceptable responses must include both MSIX notifications and direct communications with receiving LEAs.

In the event that an MSIX Data Request is received at a time of year when the family liaison and regional ID&R coordinator are not available (school breaks), the request will escalate to the Idaho MEP and data will be provided directly to the requestor by state migrant staff.

Idaho's MEP promotes intrastate and interstate coordination by participating in the following:

- ISDE collaborates with the Community Council of Idaho, Idaho's Migrant Seasonal Head Start provider to create a Memorandum of Understanding completed by LEAs with the local Head Start every two years to promote recruiting and services provided to preschool students.
- ISDE MEP staff and many LEA staff participate in the National Association of State Directors of Migrant Education (NASDME) conference annually.
- ISDE MEP Director attends NASDME General Membership meetings to collaborate with other State MEP Directors.
- ISDE MEP Director and staff attend Migrant Annual Director's Meeting (ADM) to learn and collaborate from Office of Migrant Education (OME) and other State MEP Directors.
- The state provides statewide Parent Advisory Council (PAC) meetings six times per year in the fall and spring in three locations across the state.
- Idaho's MEP director is the northwest regional representative to the Collaboration Work Group (CWG) with the Office of Migrant Education. Although new to this role, she will share information from the CWG with MEP Directors in the northwest region and serve as an advocate for the needs of these states.
- The Idaho MEP provides training/collaboration meetings to migrant directors across the state three times per year.
- The ISDE organizes a biannual Federal Programs Conference that provides information, training, and opportunities for collaboration among LEA and ISDE staff regarding all federal programs and special education.
- The state participates in the Bi-National program and contracts with an experienced person to administer the program. LEAs use the Mexican Transfer Document to ensure that students leaving the United States to Mexico will be able to register their students in school.

i. **Use of Funds** (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

Title I, Part C Funds are used to implement the strategies identified in our service delivery plan in order to meet the Measureable Performance Outcomes. Funding is also used to support parent advisory councils and other parent involvement activities at both the state and local level. Finally, funds are used for statewide efforts in identification and recruitment of migrant children and youth.

The State's Comprehensive Needs Assessment completed in 2016-2017 defines concerns and proposed solutions. The Service Delivery Plan responded to the concerns and incorporated proposed solutions to create appropriate strategies and Measurable Performance Outcomes.

f. **Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

1. **Transitions Between Correctional Facilities and Local Programs** *(ESEA section 1414(a)(1)(B)):* Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

Transitional services to support students transitioning from the LEA to the correctional facility enables students to continue their education. Transitional services to support the transition of students from correctional facilities to LEAs ensure a planned and smooth transition for students returning to school.

Participating schools coordinate with facilities working with delinquent children and youth to ensure that each student is participating in an education program comparable to the one operating in the student's school. Schools make every effort to ensure the correctional facility working with students are aware of a student's existing individualized education program.

Procedures based on the needs of the student, including the transfer of credits that such student earns during placement; and opportunities for such students to participate in credit-bearing coursework while in secondary school, postsecondary education, or career and technical education programming for each of the two types of programs Title I-D Subpart 1 and 2 are outlined below. The state will place a priority for such children to attain a regular high school diploma, to the extent feasible. The ISDE has established the following procedures to ensure the timely re-enrollment of each student who has been placed in the juvenile justice system in secondary school or in a re-entry program

Idaho has two state agency programs under Title I, Part D Subpart 1. The Idaho Adult Correctional Program and the Idaho Juvenile Correctional Program and both are required to annually identify in Idaho's yearly application (Consolidated Federal and State Grant Application, or CFSGA) transition activities that take place at their respective programs and meet the 15 to 30 percent reservation of funds for re-entry or transition services as required by law. Both programs are required to provide a detailed explanation on how the facility will coordinate with counselors, school districts, and/or postsecondary educational institutions or vocational/technical training programs in assisting students' transition.

Under Title I, Part D Subpart 2 Idaho has twenty-four local programs, serving either neglected or delinquent students. Subpart 2 programs are required to provide transitional services (although no specific funding percentage like is described in Subpart 1 programs is required since it is not outlined in the law) to assist students in returning to locally operated schools and to promote positive academic and vocational outcomes for youth who are neglected and/or delinquent. These Subpart 2 programs are also required to annually identify in Idaho's CFSGA their transition services.

In the fall of 2017, ISDE will add information on best practices and tools on the state web site for youth returning from correctional facilities or institutions for neglected or delinquent children and youth. The tools and professional development for facilities to

implement a support system to ensure their continued education and the involvement of their families and communities will be conducted and completed by April 2018.

A new coordinator for the Neglected, Delinquent, and At-Risk program was hired January 16, 2018 and is in the process of reviewing transitional plans for facilities participating in Subpart 1 and Subpart 2 to determine the effectiveness of these plans and provide resources and tools on the ISDE website and onsite- training.

Upon a student's entry into the Neglected, Delinquent or At-Risk facility, the staff will work with the youth's family members and the local educational agency that most recently provided services to the student (if applicable). This process will include ensuring that the relevant and appropriate academic records and plans regarding the continuation of educational services for such child or youth are shared jointly between the facility and LEA in order to facilitate the transition of such children and youth between the LEA and the correctional facility. The facility will consult with the LEA for a period jointly determined necessary by the facility and LEA upon discharge from that facility, to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

2. **Program Objectives and Outcomes** *(ESEA section 1414(a)(2)(A)):* Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

   Objective 1: Title I, Part D programs will provide for individualization of instructional experience beginning with an intake process that includes an identification of each student's academic strengths and weaknesses in reading and math. Outcome: Each Title I, Part D program will provide educational services for children and youth who are neglected or delinquent to ensure that they have the opportunity to meet challenging State academic content and achievement standards.

   Objective 2: Title I, Part D programs will ensure that all neglected and delinquent students accrue school credits that meet state requirements for grade promotion and secondary school graduation. Outcome: Each Title I, Part D program will pre and post-test each student using a standards-based test to determine academic growth during the student's placement in the academic program.

   Objective 3: Title I, Part D programs will ensure that all neglected and delinquent students have the opportunity to transition to a regular community school or other education program operated by an LEA, complete secondary school (or secondary school equivalency requirements), and/or obtain employment after leaving the facility. Outcome: Title I, Part D programs will annually report on the types of transitional services and the number of students that have transitioned from the facilities to the regular community schools or other education programs, completed secondary school (or secondary school equivalency requirements), and/or obtained employment after leaving the facility.

Objective 4: Title I, Part D programs will ensure (when applicable) that neglected and delinquent students have the opportunity to participate in postsecondary education and job training programs. Outcome: Title I, Part D programs will annually report on the number of neglected and delinquent students who were given the opportunity to participate in postsecondary education and job training programs.

g. **Title II, Part A: Supporting Effective Instruction**

1. **Use of Funds** *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

State Level Activities – Administrators and Libraries

Idaho Principal Mentoring Project: According to the 2012 Rand Corporation (Burkauser, et. al, 2012) study on first year principals, "improving the principal placement process to ensure that individuals are truly ready for and supported in their new roles could have important implications for student achievement—particularly in low-performing schools." The Idaho Principal Mentoring Project seeks to provide this support with the ultimate goal of principal retention and increased student achievement.

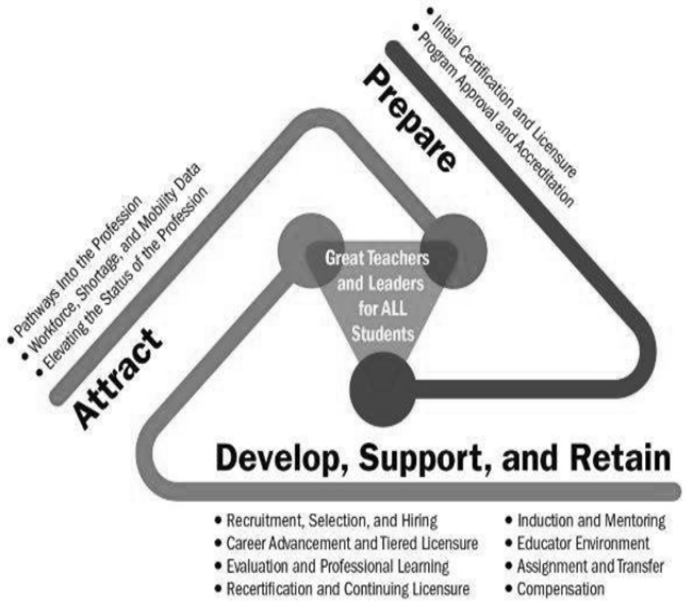
Title II-A funds are used to implement the Idaho Principal Mentoring Project (`), which was a new program in 2016-2017 and designed for early career principals. See section A(4)(viii)(e) of the plan for a complete description of the IMPM. The project provides another level of support to those entering a leadership position. While participation has been voluntary, new principals serving in schools identified for comprehensive support and improvement will be required to take advantage of the program. In 2016-17, 20 principals participated, and approximately 30 principals will participate in 2017-18.

Whereas the Idaho Building Capacity (IBC) project (see section A(4)(viii)(e) of this plan) is designed to build local capacity at a systems level, IPMP is designed to provide one-on-one mentoring to new leaders. The mentors are highly distinguished principals or superintendents, selected and trained by the state to mentor new school leaders. A needs assessment administered to mentees and principal mentors determines the assignment of principal mentors to mentees based on need and experience. Mentors coach new leaders through the tasks of improvement with regular structured virtual or in-person check-ins. Each mentor/mentee team creates a customized mentoring plan that focuses on developing the skills and dispositions in four critical areas of school level leadership: interpersonal and facilitation techniques, teacher observation and feedback, effective school-level and classroom-level practices, and the use of data to improve instruction. The program has two main objectives: to increase the rate of effectiveness of new administrators and to decrease turnover among rural and struggling schools.

Support for School Libraries: Title II-A funds are used to partner with the Idaho Commission for Libraries to expand the annual Idaho School Libraries professional development. In schools where full-time school librarians are properly trained and supported, students achieve at significantly higher levels than students in schools with no full-time librarian (see: School Libraries Work! A Compendium of Research Supporting the Effectiveness of School Libraries). Title II-A funds will ensure more librarians are able to benefit from this valuable training, and more students will have access to a trained school librarian.

State Level Activities – Educators

The Idaho State Board of Education established an Educator Pipeline Work Group in 2016 to explore teacher pipeline issues across the state. Some of the early recommendations are aligned to allowable Title II-A projects. The Talent Development Systems graphic below, produced by American Institutes for Research (AIR), illustrates a three-pronged approach to addressing teacher shortages that guides Idaho's work.



In order to address teacher retention the Work Group first recommends increased professional development opportunities and support for teachers across the continuum, including induction programs, evaluation feedback for the purpose of professional growth and learning, and teacher leadership pathways. The following state level activities are aligned with these goals:

Continued Support for the Idaho Instructional Framework: Title II-A funds are used to support training and deepen understanding of Idaho's Instructional Framework through in-person workshops delivered around the state. A new approach under the flexibility of ESSA will be to deliver more of this training directly to LEAs in rural parts of the state. Workshops may include but not be limited to the following:

- Advanced Instructional Coaching Using the Framework for Teaching
- Calibration and Collaborative Self-Assessment of Observation Skills
- Data Literacy Using Assessment in Instruction
- Designing a Quality Teacher Evaluation Model
- Engagement for Student Learning
- Exploring Domains 1 and 4 of the Framework for Teaching
- Introduction to the Framework for Teaching and Deeper Understanding
- Instructional Coaching Using the Framework for Teaching
- Instructional Rounds
- Learning-Focused Conversations
- Mentoring Using the Framework for Teaching

- Observation Skills Using the Framework for Teaching
- Special Education: Introduction to the Framework for Teaching
- Special Education: Observation Skills Using the Framework for Teaching
- State of Idaho Framework Facilitators, Level 1
- Talk About Teaching: Clustering the Components

Facilitated conversations around the state's instructional framework – dialogue among teachers, instructional coaches, mentors, peer coaches, consulting teachers, preservice teachers, cooperating teachers, administrators, higher education faculty, teacher leaders, superintendents, and other district leaders – creates opportunities for deeper collaboration in and across the education system, impacting teacher growth and ultimately student achievement.

Mentoring and Coaching: In 2013 the Governor's Task Force for Improving Education made 21 Recommendations creating a strategic plan for education systems across the state. One of these recommendations was that each district develop a mentoring and induction program for the support of new teachers based on the Idaho Mentor Program Standards. Recommendations put forth in 2017 from the Educator Pipeline Work Group echoed the call, and outlined an even greater need since moving to a certification system in which new teachers have three years to move from Residency to Professional status.

Comprehensive induction and mentoring programs have been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006). Though Title II-A funds alone will not be sufficient to establish robust mentoring and induction programs statewide, ISDE and the State Board of Education will investigate how we may use Title II-A funds to support and expand upon the foundation that is in place with the goal of increased student learning. See Appendix D for additional research supporting a focus on educator mentoring.

An AIR policy brief published in May 2014 (Potemski & Matlach, 2014) noted that effective state induction policies include program standards to establish consistent expectations for mentoring and induction activities across the state. In 2009 the State Board of Education, in conjunction with ISDE, established and published such standards. Using these standards to provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentoring program for beginning teachers, the state hopes to increase the number of effective induction programs in every region of Idaho. Partnering with higher education institutions, Title II-A funds would allow university partners to facilitate induction support for new teachers in high need LEAs across the state of Idaho. Faculty from higher education institutions in Idaho (public and private, four-year and two-year) are interested in the performance of their graduates in their early years of teaching. Investigating new teacher performance serves two main goals: continuous improvement for educator preparation programs and the identification of key supports for new teachers in terms of induction communities, practice, strategies, and outcomes. This project would study how the structures of one induction program in identified high need LEAs influences teacher performance and PK-12 student learning to inform future programs.

Additionally, the state strongly encourages and supports LEAs using Title II-A funds to recruit and train mentors within those LEAs identified for comprehensive and targeted support.

LEA Optional Use of Funds Aligned with State Level Activities
The uses of funds described below are not required of LEAs but are encouraged as we work to attract and certify more teachers for Idaho's classrooms. The Educator Pipeline Work Group has supported the development of alternative paths to certification that will not sacrificing rigor.

Grow Your Own: Idaho is experiencing teacher shortages in various content areas and geographic areas, and especially in rural parts of the state. To ensure that LEAs with schools identified for comprehensive and targeted support are fully staffed by effective educators, ISDE encourages LEAs use of Title II-A funds to embrace Grow Your Own programs. LEAs can actively recruit current classified staff (paraprofessionals) into the teaching profession, using Title II-A funds to support them in their attainment of full certification. In addition, the state recognizes the need for more teachers and leaders of color, and is committed to increasing the number of American Indian and Hispanic/Latino teachers and recommends that LEAs support the full certification of teachers of color through available routes.

Idaho currently provides financial support for concurrent high school and college credit but, at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, ISDE is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

Partnership Supports
Idaho Division of Career and Technical Education (ICTE) offers a program to recruit and retain career and technical education (CTE) teachers who have qualified for endorsements in a CTE area based on their professional work experience. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS), then after completion of coursework and/or teacher training, advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. The LOS certification is a three-year interim certificate, and during that time, ICTE provides statewide and regional training for the LOS teachers through the Inspire Cohort. The goal of the Inspire Cohort program is to not only recruit and train new occupationally endorsed teachers but also to assimilate them into the teaching profession with connections to other LOS colleagues and a fully supported first-year experience and beyond. Inspire faculty, personal mentors, and state-level program managers provide the foundation for these new teachers at no out-of-pocket expense to the teacher. Oversight of the Inspire Cohort is maintained by ICTE, thus ensuring consistent training and mentoring, with a goal to produce a greater impact on student achievement sooner in their teaching careers. The Inspire Cohort is open to all LOS teachers employed in a CTE program and is funded with state funds for the purpose of encouraging completion of the program.

2. **Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools** *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such

funds will be used for this purpose.

Idaho does plan to use some Title II-A funds to improve equitable access to effective teachers, as described above. Idaho will target Title II-A funds to schools in comprehensive support and improvement through the IPMP, in addition to the Title I-A funds used for the Idaho Superintendents Network and Idaho Principals Network (as described in section A(4)(viii)(e) of this plan). Title II-A funds will also be used to train teachers in Idaho's instructional framework and address educator mentoring. These strategies will help to ensure that all students have access to effective teachers.

ISDE created a cross-agency workgroup in 2015 to study the equitable distribution of educators across the state. ISDE worked with REL Northwest to analyze educator preparedness (inexperienced), content knowledge (teaching outside of field), and need (grade spans or content area). While the data analysis did not point to disparities in terms of the distribution of personnel who are working with low-income or minority students, it did identify a shortage of personnel across all areas, including areas not previously identified. The findings became part of Idaho's Equity Plan submitted to the U.S. Department of Education on June 1, 2015, and they sparked a statewide effort to study recruitment and retention.

ISDE again partnered with REL Northwest to conduct surveys and interviews of a sampling of Idaho LEAs. The process was completed in June 2016. The salient challenge reported by the superintendents interviewed was recruitment and retention of staff. Many of the superintendents are taking short-term measures (e.g., Teach for America, Idaho Digital Learning Academy for secondary coursework, multi-grade classrooms) to meet their needs but expressed concern that the issue was larger than any one LEA could tackle. One superintendent remarked, "*We are one teacher away from losing several programs."* LEAs expressed concern that the issue was not limited to teachers, but also affected administrative personnel.

Table 13: Proposed programs for supporting educators

Timeline: July 2017 to September 2022

Strategy	Funding sources
Idaho Building Capacity Network	Title I: School improvement
Idaho Superintendents Network	Title I: School improvement
Idaho Principals Network	Title I: School improvement
Idaho Principal Mentoring Project	Title II-A
Mentoring and Coaching	Title II-A
School Libraries	Title II-A
Instructional Framework	Title II-A

3. **System of Certification and Licensing** *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Educator certification in the state of Idaho is clearly defined within Idaho Administrative Code (IDAPA). This code puts forth rigorous expectations for teachers, pupil personnel, principals, directors of special education, and superintendents who are prepared by both Idaho and out-of-state institutions of higher education. IDAPA ensures that educators are prepared not only with the necessary knowledge gained through course work, but through clinical field experiences as well. Alternative routes to certification are also clearly defined and available to those who wish to enter the education profession through non-traditional means. IDAPA specifically outlines alternative routes to ensure all educators within Idaho, regardless of certification route, are prepared to the fullest extent. In addition, twenty percent (20%) of Standards for Initial Certification of Professional School Personnel are reviewed annually by the Idaho Professional Standards Commission in an effort to continuously maintain rigor and improve upon current practice. Specifics within IDAPA detailing specific requirements for educator certification are described in the following paragraphs:

A Standard Instructional Certificate requires: A minimum of 20 semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter which shall include at least three semester credit hours or four quarter credit hours in reading and its application to the content area. [IDAPA 08.02.02.015.01.a.i] The certificate must include an endorsement area as well. Some endorsement requirements are as follows:

An All Subjects Endorsement requires: Twenty (20) semester credit hours, or 30 quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least 6 semester credit hours, or 9 quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum of one additional subject area endorsement allowing teaching of that subject through grade nine or kindergarten through grade 12. [IDAPA 08.02.02.022.03]

A Blended Early Childhood/Early Childhood Special Education Endorsement requires: A minimum of 30 semester credit hours, or 45 quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter shall include course work specific to the child from birth through grade three in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and application of technologies. [IDAPA 08.02.02.022.07]

An Exceptional Child Generalist Endorsement requires: Thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. [IDAPA 08.02.02.023.07]

A Secondary Content Area Endorsement requires: Preparation in at least two fields of teaching. One of the teaching fields must consist of at least 30 semester credit hours, or 45 quarter credit hours and a second field of teaching consisting of at least 20 semester credit hours, or 30 quarter credit hours. Preparation of not less than 45 semester credit hours, or 67 quarter credit hours, in a single subject area may be used in lieu of the two teaching field requirements. [IDAPA 08.02.02.015.01.c]

Clinical Requirements Idaho Administrative Code articulates clinical requirements for teacher candidates. There are no specific state requirements with regard to preservice teaching experience in diverse settings or with special student populations. For the Standard Instructional Certificate, which includes all instructional endorsements, at least six semester credit hours, or nine quarter credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement are required. [IDAPA 08.02.02.015.01.a.ii]

Administrator Certification requires at least 30 semester credit hours, or 45 quarter credit hours of graduate study in school administration based on the specific administrator area (school principal, director of special education, or superintendent). The program must include the competencies of the Idaho Foundation Standards for School Administrators. [IDAPA 08.02.02.015.03]

Alternative Routes to Certification When a professional position cannot be filled by an LEA with someone who has the correct endorsement/certification, the LEA may request an alternative authorization for certification. An alternative authorization is valid for one year, and may be renewed for two additional years. Prior to application, a candidate must hold a Bachelor's degree. The LEA must provide supportive information attesting to the ability of the candidate to fill the position. [IDAPA 08.02.02.042]

Alternative Authorization – Teacher to New Certification/Endorsement Candidates will work toward completion of the alternative route preparation program in conjunction with the employing LEA and the participating educator preparation program (college/university or non-traditional route). Candidates must complete a minimum of nine semester credits annually or make adequate progress to be eligible for extension of up to a total of three years. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. Additionally, the alternative authorization allows teachers to use the National Board Certification process to gain an endorsement in a corresponding subject area or by obtaining a graduate degree in a content specific area.

Two pathways are also available to some teachers, depending upon endorsement(s) already held.

- Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of certification in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. This pathway requires the successful completion of a one-year state-approved mentoring component.

- Pathway 2 – Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the certification along with the successful completion of a robust one-year state-approved mentoring component. [IDAPA 08.02.02.042.01]

Alternative Authorization – Content Specialist The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in an LEA with an identified need for teachers in that area. Alternative authorization in this area is valid for one year and renewable for up to two additional years. Prior to application, a candidate must hold a bachelor's degree. The candidate shall meet enrollment qualifications of the alternative route preparation program. A consortium comprised of a designee from the educator preparation program, a representative from the LEA, and the candidate shall determine preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation must include mentoring and a minimum of one classroom observation per month until certified. [IDAPA 08.02.02.042.02]

Alternative Authorization – CTE Occupational Specialist The purpose of the occupational specialist certification is to permit individuals with several years of experience and often industry certification in a CTE-related occupation to teach secondary and postsecondary CTE students. These occupational teaching certifications begin as a Limited Occupational Specialist (LOS) for individuals with 6,000 to 16,000 hours of full-time, recent, successful, and gainful employment. After completion of coursework and/or teacher training at each level, teachers advance to a Standard Occupational Specialist, and finally to an Advanced Occupational Specialist. All occupationally certified teachers must meet the Idaho Standards for Initial Certification of Professional School Personnel. [IDAPA 08.02.036]

Content Knowledge, Pedagogy, and Performance As per IDAPA 08.02.02.018, all certification and endorsement areas require the candidate to demonstrate content knowledge, pedagogy, and performance. The state approved assessment for demonstration of content knowledge is the Praxis II assessment. Candidates must have a passing score on the Praxis II assessment for the content area they are seeking certification and endorsement.

Teacher Standards All Idaho teacher preparation programs are guided by the *Idaho Core Teacher Standards* (see Table 14 below). These standards provide guidelines for what all Idaho teachers must know and be able to do.

Foundation and Enhancement Standards Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the standard. In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Pupil Personnel and Administrator Certification Standards There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes. These include School Administrators, School Counselors, School Nurses, School Psychologists, School Social Workers: Because of the unique role of these professionals, their standards are independent of the Idaho Core Teaching Standards but are still written in the same performance-based format: Knowledge and Performances.

Table 14: Idaho Content Teaching Standards

The Learner and Learning

Standard number and title	Standard description
Standard 1: Learner Development.	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard 2: Learning Differences.	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3: Learning Environments.	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard number and title	Standard description
Standard 4: Content Knowledge.	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard 5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard number and title	Standard description
Standard 6: Assessment.	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard 8: Instructional Strategies.	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard number and title	Standard description
Standard 9: Professional Learning and Ethical Practice.	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and Collaboration.	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Current Work Regarding Certification of Educators

The Professional Standards Commission (PSC) annually reviews 20 percent of the preparation standards to align with national standards and best practices. This process allows Idaho to keep up to date with standards and best practices. In addition, the Office of the State Board of Education has convened a Teacher Certification Workgroup to look at the current certification requirements. The purpose of the workgroup is to maintain high standards to assure that all students have access to highly effective, learner-ready teachers and other LEA staff to ensure academic achievement for all students. The identified areas of focus for the workgroup are:

- Bring current certification practices in alignment with Idaho statute and administrative code.
- In those areas where current practice is best practice, amend administrative code to align with practice.
- Areas where current practice is not aligned with state law:
  - Individuals teaching outside of grade ranges authorized by certificate (certificate limits the grade level range individuals can teach, regardless of the endorsement)
  - Active certificates with attached endorsements that are not authorized in IDAPA
  - Positions reported as pupil service staff for which no corresponding endorsement exists
- Review alternate routes to certification to determine whether Idaho's existing routes offer adequate flexibility for aspiring educators while also assuring qualified individuals capable of advancing student learning are in the classroom.
- Review the mechanism for individuals with specialized skills, or from industry, to teach one or two classes.

In addition, the State Board of Education's Teacher Pipeline Workgroup will make recommendations which may include rule or statute changes to remove barriers for effective teachers to enter and stay in Idaho's classrooms.

4. **Improving Skills of Educators** *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

   Idaho addresses the identification of high need students through a variety of supports.

   The Special Education Department in partnership with the Special Education Support and Technical Assistance team, provides professional development to teachers and administrators in meeting the needs of students with disabilities. This professional development includes identifying and qualifying students for services under the Individuals with Disabilities in Education Act (IDEA).

   Idaho has standardized procedures for identifying English (EL) students. Idaho recognizes that all educators are responsible for the language development and academic success of ELs, therefore, the ISDE Title III Department, provides professional development support for all educators in the area of language development through content instruction. Additional information is available at http://www.sde.idaho.gov/el-migrant/el/index.html.

   Idaho law requires LEA's to identify and serve gifted students. The state provides funds to support the professional development in the area of identification. The funds also support services provided to students once identified. Under IDAPA 08.02.03.999, districts are required to write a three-year plan for each student identified as gifted and talented in the areas of academics, visual/performing arts, creativity, and leadership. Teachers of these students receive annual training through the Edufest summer conference featuring nationally recognized experts in the field of gifted and talented education. Additional

information is available at http://www.sde.idaho.gov/academic/gifted-talented.

Commissioned in December 2012 by Governor C.L. "Butch" Otter, the Task Force for Education recognized reading proficiency is a major benchmark in a student's education and that students must learn to read before they can read to learn content in other subject areas. The task force was assembled to study and collaborate on how Idaho's education system could better prepare its children for success. One focus of the Task Force was the recommendation that students demonstrate mastery of literacy before moving on to significant content learning. The task force also recommended a better tool for identifying students with low literacy levels.

To support these recommendations, the legislature has appropriated more than $11 million dollars to support research based intervention strategies to improve outcomes for students. Funds can be used in a variety ways, including professional development for educators to identify students with literacy deficiencies. The new assessment to identify struggling readers includes a screener, diagnostic and progress monitoring system to provide teachers with rich data that focuses on specific deficiencies in literacy skills for students in Kindergarten through third grade. Fifty-seven schools across the state are implementing the new reading assessment in a pilot administration in the 2017-2018 school year. A statewide implementation is scheduled for the 2018-2019 school year.

5. **Data and Consultation** *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

   Data are collected on all state-led professional development activities to assess the quality and efficacy of those experiences. For example, the IPMP and Idaho Instructional Framework components of section A(4)(viii)(e) of this plan include survey data collected from participants of these programs in 2017.

   Meaningful consultation was conducted with stakeholders, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in the development of this program plan. ISDE will seek advice, based on statewide data review, regarding equity data and student achievement data, and consult with this group of stakeholders at least annually on how to best improve the activities to meet the purpose of this program. Additionally, LEAs annually submit a Consolidated Federal and State Grant Application (CFSGA) for Title II-A, which includes listing professional development program activities, describing how each is expected to improve academic achievement, and identifying the evidence level of criteria each activity meets. The application is reviewed and then approved after all application criteria are met. During monitoring visits, each LEA provides documentation evidencing how the professional development activities improved academic achievement. As evident in the plan, activities under this part are coordinated with other related strategies, programs, and activities being conducted by ISDE.

6. **Teacher Preparation** *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

   Idaho is currently focusing its Title II-A funds toward supporting educators in rural, high-poverty, and high-minority schools. However, as stated above in section D(1), ISDE and the State Board of Education will investigate how we may use Title II-A funds to support teacher preparation and mentoring.

h. **Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

1. **Entrance and Exit Procedures** *(ESEA section 3113(b)(2)):* Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

~~Idaho State Department of Education (ISDE) has always implemented standardized procedures for identifying and exiting English (EL) students. However, ESSA provided the ISDE with an opportunity to revise the state's procedures for entrance and exiting students from EL services to comply with revisions to the law with the support and assistance of the ESSA EL Workgroup. The workgroup was comprised of district EL coordinators, principals, teachers, EL coaches, paraprofessionals, and higher education faculty from all educational regions in the state. LEAs with high to low incidence EL populations were also targeted for this work. The EL Workgroup began this work on September 16, 2016 with a face-to-face meeting and continued to meet during the 2016-2017 school year for a total of 6 meetings to establish standardized entrance and exit procedures that were appropriate and implementable by all districts and charter schools in Idaho. The Workgroup created a statewide Home Language Survey (HLS) and a "Decision to Assess" Matrix as well as guidance documents to assist all LEAs with this process. These documents can be accessed via the EL Department webpage: http://www.sde.idaho.gov/el-migrant/el/index.html under Resources Files, Program Information.~~

~~In addition, the LEA must sign an annual assurance with their consolidated application for federal funds stating that they will identify and assess potential English Learners within 30 days as outlined in the statewide standardized procedures. In addition, LEAs must also describe how they will serve identified English Learners.~~

~~In spring 2017 the ISDE Title III staff traveled to 15 locations around the state to provide training to all LEAs on the newly revised statewide entrance and exiting procedures. This major undertaking was necessary to ensure a successful statewide implementation beginning in August 2017. ISDE also updated Title III monitoring protocols to ensure LEAs are implementing the statewide entrance and exiting procedures.~~

~~All of this work has been well received by Idaho's LEAs, motivating the ESSA EL Workgroup members to continue serving as an EL advisory panel to the State EL/Title III department at the ISDE. This panel will collaborate with the Migrant Advisory Panel and will consist of some of the same members.~~

Entrance Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Entrance Procedures and Criteria:

Step 1: All LEAs administer the Statewide Home Language Survey (HLS) to all newly enrolling students in the district/charter. They then use the "Decision to Assess" Matrix to determine whether the student is a potential EL. Original HLSs are filed in students' cumulative files.

Statewide Home Language Survey Questions:

1. What language(s) are spoken in the home?

2. What language(s) does your student speak most often?
3. What language(s) did your student first learn?
4. Which language does your child speak with you?
5. Which language do you use when speaking with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

The Home Language Survey is currently available in Spanish and is being translated in additional languages represented in the state. English and translated HLS forms are available on the Idaho State EL and Title III Programs website for all LEAs to download.

Step 2: If a student is identified as a potential EL, LEAs use additional resources and data to determine whether the student has already been identified as an EL in another LEA. If the following resources indicate that the student either has screened out of EL eligibility or has previously exited from EL programming, then the student does not qualify for EL program placement.

- Idaho's English Learner Management System (ELMS)
- Cumulative file review for WIDA assessments
- Cumulative file review for English Learner Plans
- Cumulative file review for EL exit forms
- Communication with previous district (if necessary)

Step 3: LEAs proceed with an English Language Proficiency (ELP) Screener Assessment administration, either WIDA Screener for Kindergarten ~~W-APT~~ or WIDA Screener, depending on the student's grade level and time of year of enrollment. They use the following Statewide EL Entrance Criteria to determine whether a student qualifies for EL or whether they screen out of EL eligibility.

Table 15: Idaho's Statewide EL Entrance Criteria

~~Grade~~	~~First semester~~	~~Second semester~~
~~Kindergarten~~	~~Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional"~~ ~~Reading must be 6+ points~~ ~~Writing must be 5+ points~~	~~Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional"~~ ~~Reading must be 11+ points~~ ~~Writing must be 14+ points~~

~~Grade~~	~~First semester~~	~~Second semester~~
~~1st Grade~~	~~Kindergarten W-APT Listening/Speaking must = 29 or 30 points "Exceptional"~~ ~~Reading must be 14+ points~~ ~~Writing must be 17+ points~~	~~(Same as 2nd-12th grade)~~
~~2nd — 12th Grade~~	~~WIDA Screener Assessment~~ ~~5.0 Composite Proficiency Level + at least 4.0 in each domain of listening speaking, reading, and writing.~~	~~WIDA Screener Assessment~~ ~~5.0 Composite Proficiency Level + at least 4.0 in each domain of listening speaking, reading, and writing.~~

Grade	First semester	Second semester
Kindergarten	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 2.0 Literacy Score
1st Grade	WIDA Screener for Kindergarten • ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Literacy Score	(Same as 2nd-12th grade)

Grade	First semester	Second semester
2nd – 12th Grade	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Writing Proficiency Level	WIDA Screener • ≥ 5.0 Overall Proficiency Level Score • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level ≥ 4.0 Writing Proficiency Level

Screener assessment and program placement must occur within 30 days of the student's enrollment in the LEA. In order to ensure that potential ELs with special needs are correctly identified, the EL advisory panel will collaborate with special education stakeholders to establish alternate entrance criteria and processes for identifying ELs with special needs.

The ESSA EL Workgroup created a statewide process for identifying students whose parents may have indicated "English Only" on their Home Language Survey but who have exhibited characteristics of second language learners necessitating a need to amend the original HLS. In addition, the workgroup developed a statewide process to remove the EL designation from a student who was erroneously identified. Lastly, the workgroup has assisted the ISDE with revising the parental notification form including an option to waive ELD services.

~~The SDE notes the entrance criteria above is the same as initial/previous exit criteria that is updated in the proposed amendment on pages 18 and 19. The WIDA Screener is used only for program identification and has been in place one full school year. As such, the state is still analyzing the performance results and gathering input from stakeholders and we expect additional data and discussions to inform potential changes to the state entrance criteria in the future.~~

Exit Procedures: Idaho's ESSA EL Workgroup has established the following EL Program Exit Procedures and Criteria ~~to be~~ first implemented in the 2019/2020 school year, based on the 2020 ACCESS for ELL results:

Step 1: LEAs review annual EL proficiency assessment data to determine which students have met Idaho's EL Exit Criteria. Idaho administers the WIDA ACCESS ~~2.0~~ for ELL or Alternate ACCESS for ELL to annually assess for EL proficiency.

~~With 2 years of ACCESS 2.0 data, Idaho's percentage of students meeting the EL exit criteria was less than 1% each year. This low percentage prompted the Idaho SDE to work with multiple stakeholders to revise Idaho's EL Exit Criteria. The following details capture the revised EL exit criteria and comes after analysis of both Idaho and WIDA Consortium~~

~~data, consultation with stakeholders and assessment measurement experts as well as considering the rigor of English Language assessed by the ACCESS.~~

The ACCESS ~~assessment~~ for ELL is administered to all identified English Learners, annually, and includes assessments in reading, writing, listening and speaking. A student receives an overall composite score and a scale score in each of the four domains.

The reading and writing domains are weighted 35% each in the overall composite, while the speaking and listening domains are weighted 15% each, in the overall composite.

~~Following the 2020 ACCESS administration, a~~ A student ~~will be~~ is considered proficient when they receive a composite score equal to or greater than 4.2, with a minimum score of 3.5 in the domains of reading, writing and listening, and a minimum score of 1 in the speaking domain.

Step 2: When students meet the exit criteria on the English language proficiency assessment, LEA staff members re-designate students to "exited year 1 monitoring" status in their school information systems. LEAs are required to complete the exiting process for eligible students before the end of the school year in which the student met the exit criteria. In other words, LEAs must use the results from the spring ACCESS ~~2.0~~ for ELL and Alternate ACCESS for ELL assessment to update students' EL status in their school information system and inform parents by the end of the school year.

Step 3: LEAs will use a statewide exit form that is shared and explained to parents/families in a language they can understand to inform them of their child's program exit. In addition LEAs inform parents/families of the child's transition into a monitoring status for two years.

In order to ensure that ELs with special needs are correctly exited, the EL advisory panel collaborated with special education stakeholders to establish criteria and processes for exiting ELs with special needs taking the Alternate ACCESS for ELL. The following is a result of this collaboration:

- ALT-ACCESS for ELL exit criteria
- P2 Composite Proficiency Level

2. English learners with significant disabilities as documented by an Individualized Education Plan (IEP) will exit from the EL program when reaching P2 composite proficiency level on the ALT-ACCESS for ELL. **SEA Support for English Learner Progress** *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and

ii. The challenging State academic standards.

Assistance to LEAs for Long-Term Language Proficiency and Academic Goals

The State EL/Title III Department exists to assist LEAs with creating, implementing, and improving language instruction educational programs that provide equal learning opportunities for ELs. In order to achieve this, the State EL/Title III Department will analyze

the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). This ongoing and annual analysis will assist the department in determining statewide and individualized support needed for LEAs.

Moreover, with EL accountability now housed under Title I, the State EL/Title III Department staff are critical members on the previously mentioned State Technical Assistant Team (STAT). This group will be responsible for tracking progress, discussing data, and identifying needs and resources.

Additionally, the department will continue to review and monitor LEAs' annual EL plan within the Consolidated Federal and State Grants Application (CFSGA). LEAs must describe their Language Instruction Educational Program(s) (LIEP) to serve their ELs. These plans also include an opportunity for the LEA to describe linguistic and academic goal(s) for their English learners. Furthermore, LEAs describe within their State EL Plans their methods for meeting these linguistic and academic goals by describing coordination of services with other supporting programs, method for incorporating WIDA English Language Development Standards within instruction, and professional learning opportunities provided to all staff in the LEA on best practices in teaching English learners. The State EL/Title III Department will review the LEAs linguistic and academic goals for alignment to the long-term goals and interim progress for English language proficiency and academic standards established under ESEA section 1111(c)(4)(A)(ii). Additionally, the department uses this information to support LEAs in their individualized efforts. For example, if neighboring LEAs have similar goals, ISDE can target support regionally.

Currently, the ISDE has the following supports in place for schools and LEAs that can be tailored to address the specific linguistic and academic needs of their ELs:

Cross Collaboration
The EL/Title III Department engages in state-level collaboration with other ISDE programs such as Special Education, Migrant, Title I, and others to address the needs of English Learners. Examples of state-level collaboration include professional learning opportunities for administrators, teachers, and paraprofessionals of English Learners as well as a consolidated grant application and program monitoring for LEAs. The STAT team is another example of cross collaboration.

Ongoing Technical Assistance
Ongoing technical assistance for all LEAs is provided in a variety of ways listed below. However, individualized technical assistance can be requested by an LEA at any time and may be delivered through a variety of methods:

1. Phone, email, and individual site visits
2. The EL Department webpage http://sde.idaho.gov/el-migrant/el/index.html
3. Quarterly webinars
4. Biweekly newsletters
5. Regional trainings

Idaho Legislature
The Idaho Legislature provides funding to LEAs for ELs. House Bill 287 appropriates $450,000 for three-year grants to assist LEAs with meeting the academic needs of English Learners. House Bill 289 provides over 1 million dollars for research-based programs for ELs.

State Title III Consortium
State Title III Consortium employs two (2) EL coaches who travel to LEAs around the state to support them and provide onsite technical assistance personalized to their needs.

EL Advisory Panel
The EL advisory panel assists the ISDE with state-wide planning and support on EL-related topics such as creating state-wide identification and exiting criteria for all LEAs.

Professional Development/Training
The Idaho State EL/Title III Department provides support for all Idaho educators of ELs through professional learning opportunities that are intentionally designed based on the timely needs of EL educators. ISDE recognizes that as the number of ELs grows, all educators must be mutually responsible for the language development and academic success of ELs and, therefore, all teachers are language teachers. In fall 2017 the ISDE EL/Title III Department will provide regional intensive professional learning workshops on classroom instructional strategies for classroom teachers K-12 to support language development through content instruction.

State and National Partnerships
The State/Title III Department staff participates in and collaborates with multiple national partners and other state agencies for support in trending EL topics: Teaching English to Speakers of Other Languages (TESOL), Center for Applied Linguistics (CAL), WIDA, Wisconsin Center for Educational Research (W-CER), Regional Educational Laboratory (REL), Chief Counsel of State School Officers (CCSSO), EL State Collaborative on Assessment Student Standards (SCASS), Title I National Organization, and National Association of State Title III Directors. Lastly, additional partnerships with Idaho's institutes of higher education provide components of EL education in preservice teacher education in an effort to prepare teachers with appropriate instructional strategies for the ELs in their classrooms.

The ISDE will continue to adapt, create, and implement additional supports for ELs in Idaho's schools based on need as identified through data.

3. **Monitoring and Technical Assistance** (ESEA section 3113(b)(8)): Describe:

i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A sub-grant in helping English learners achieve English proficiency; and

ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring the implementation of Federal programs and the use of funds is a requirement of each of the Federal programs and an essential function of the ISDE. The ISDE monitors all LEAs thoroughly and in a variety of ways to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education. Moreover, the ISDE provides leadership and guidance to LEAs through technical assistance for the purpose of assisting LEAs with implementing highly effective educational programs to increase student achievement in Idaho. ISDE implements the following processes for monitoring federal programs including Title III-A:

Consolidated Federal and State Grant Application (CFSGA)

The Idaho Consolidated Federal & State Grant Application serves as an LEA's application for federal program funds. A consolidated approach, instead of separate applications for each of the individual programs, allows the programs to be cooperatively planned and implemented, and also helps to reduce the administrative burden. In addition, the CFSGA allows the EL/Title III Coordinator to monitor/review annual applications for Title III compliance, linguistic and academic goals, and use of funds. If an LEA's plan does not meet the criteria for approval, she coaches the LEA until the plan meets all the requirements. This approach is proactive in that it provides assistance before the LEA receives funding.

Selection Process for Onsite and Desk Monitoring of LEAs

In determining the list of LEAs to be monitored for the upcoming school year, the ISDE reviews several considerations:

1. The list of LEAs considered for monitoring in the upcoming year are derived from the ISDE's Ongoing LEA Master List, which identifies the year each LEA was last monitored.
2. Each federal program identifies risk factors for the LEAs identified for potential monitoring. Risk factors may be determined using data including the following:
   - State assessment performance data
   - Date/Year the LEA was previously monitored
   - Number and type of findings from the previous monitoring visit (such as programmatic, fiscal, policy, repeat findings)
   - Results of previous findings
   - Personnel turnover – new or inexperienced federal programs director or new superintendent
   - Audit Findings (such as incomplete audits or type of audit findings)
   - Significant carryover balances
   - Non-participation in state offered trainings
   - Other "high-risk" factors identified by ISDE program coordinators (such as sudden and/or significant increase in English Learners, formal compliance complaint filed with the ISDE, SBOE, and/or U.S. Department of Education - Office for Civil Rights)
3. Approximately 25 LEAs are identified for monitoring annually. Monitoring is conducted by ISDE program staff either through on-site or desk monitoring.

Monitoring Process for Title III –A

During the monitoring visit, the EL/Title III Coordinator conducts classroom observations, interviews with staff, principals, students, and parents to determine if the LEA is addressing

the linguistic and academic needs of their ELs. Additionally, the coordinator seeks evidence of support for the linguistic and academic goals described in the CFSGA.

Consolidated State Performance Report (CSPR)
Annual CSPR data submitted by the LEA for federal reporting is another opportunity for monitoring and possible technical assistance. LEA data is reviewed for accuracy as well as for state and local level trends.

Participation in STAT Team
As mentioned before, the State EL/Title III department will work with the STAT team to monitor the progress of LEAs and provide technical assistance based on the recommendations of this team.

The above mentioned activities and processes will assist the ISDE in identifying LEAs that may need more specific and individualized support in identifying effective strategies for their ELs. If an LEA continues to struggle with implementing effective strategies for EL English proficiency, the ISDE will convene with the STAT team to determine additional resources needed to provide intensive support. Resources could include, but not limited to, in-depth professional development, recommendations for Title III program revisions and opportunities for peer observations with successful Title III districts.

i. **Title IV, Part A: Student Support and Academic Enrichment Grants**

1. **Use of Funds** *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

State Level Activities

Four percent of Idaho's Title IV-A allocation targeted for state activities total $77,600, of that, approximately $20,000 will be directed toward required activities including training LEAs on applying for Title IV-A funds through the ISDE's Consolidated State and Federal Grant Application and compliance monitoring. ~~The remaining $57,600 will be prioritized to expand professional development surrounding STEM in concert with the STEM Action Center.~~

LEA Optional Use of Funds Aligned with State Level Activities

ISDE will leverage and expand the resources and support of the Governor's STEM Action Center by assuring LEAs are aware of the Center and the training and tools it offers to engage more students in STEM related coursework and activities. The primary function of the STEM Action Center is to support a well-rounded STEM education for all Idahoans, K – career. This is accomplished by creating partnerships with other state agencies, out of school entities, non-profits, educators, administrators, communities, businesses, and industries to support the development of Idaho's STEM talent pipeline, ensuring continued growth of Idaho's STEM-based economy. The STEM Action Center will continue to focus on opportunities for educators, students, and communities by supporting professional development for educators, grants for resources and communities, STEM awareness events, and opportunities for students to participate in STEM competitions, camps, internships, mentorships, and apprenticeships. Targeted support, leveraging both federal and state funding, will help to ensure equitable access to and awareness of STEM for all students throughout Idaho.

The ISDE and STEM Action Center will work collaboratively to inform districts and to provide guidance in implementation regarding the wide range of activities that are permissible under Title IV-A to improve STEM instruction and learning. Examples of how state funds will be used to increase STEM activity in LEAs include:

- Expansion of high-quality STEM courses.
- Increased access to STEM for underserved and at-risk student populations.
- Support for student participation in nonprofit STEM competitions.
- Increased opportunities for hands-on learning in STEM.
- Integration of other academic subjects, including the arts, into STEM subject programs.
- Creation or enhancement of STEM specialty schools.
- Integration of classroom-based, afterschool, and informal STEM instruction.

Idahoans understand that a well-rounded, community-oriented, student-focused education provides the knowledge and skills to live, learn, work, create, and contribute to society. STEM experiences enhance 21st century workforce skills such as collaboration, innovation, problem-solving, critical and creative thinking, and teamwork. These experiences should be integrated across disciplines and should focus on project-based learning, inquiry, and discovery. All students should have the opportunity to learn these critical 21st century workforce skills. Therefore, the Idaho STEM Action Center will work collaboratively with

Idaho state educational agencies to transform how Idaho educates our children in order to enhance their life prospects, empower their communities, and build an inclusive, sustainable, innovation-based economy where our citizens can thrive.

Title IV-A state funds will also support ISDE staff in providing technical assistance for LEAs in the creation of local Title IV-A plans and applying for funding as well as monitoring for compliance with federal rules and regulations. While compliance monitoring visits focus on adherence to the rules and regulations, the ISDE aims to use these visits as opportunities to provide technical assistance in addressing deficiencies and offering best practices in supporting students.

The ISDE will support LEAs in directing their Title IVA allocations to provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, students with disabilities, or low-income students are underrepresented. Such subjects could include English, reading/language arts, writing, science, technology, engineering, mathematics, world languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, or physical education.

Existing state supports will be leveraged to increase the impact of LEA Title IV-A funds around strengthening the instructional core and increasing access to a broad range of educational opportunities. Idaho currently has robust supports in place focused on a well-rounded education that includes professional development for teachers, instructional coaches and mastery education funded by state dollars.

Additionally, the ISDE plans on leveraging state and local resources to imbed music, the arts, foreign languages, environmental education and civics to expand offerings for students. Partners include the Idaho Commission for Libraries, the Idaho Commission on the Arts, and the Wassmuth Center for Human Rights. Resources from these entities will be compiled and provided to LEAs seeking to expand their course offerings and supplemental materials.

Regarding supporting safe and healthy students, LEA Title IV-A funds may increase existing efforts to equip LEA personnel with best practices around crisis intervention, school violence prevention, suicide prevention and alternatives to suspensions and expulsions through existing statewide trainings and resources.

Table 16: Title IV-A use of funds

Strategy	Timeline	Funding sources
Provide specialized STEM professional development to LEAs.	Ongoing and on demand	Federal Title IVA funds

2. **Awarding Subgrants** *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

In order to ensure that the requirement was accurately interpreted, the SDE used a manual which was compiled and released by the US Department of Education on June 30, 2017. A link to the manual can be found below:

https://safesupportivelearning.ed.gov/sites/default/files/Subgranting_FY_2017_Title_IV_A_LEAs_QA.pdf

An excel template was created consistent with the scenario 1 from the manual (p 2). The template includes built in formulas which include the following steps:

4. Determine initial formula allocations based on LEA shares of Title I, Part A funds for the preceding fiscal year.
5. Adjust upward allocations for LEAs whose initial allocation is below $10,000.
6. Adjust downward, on a proportional basis, the initial formula allocations for all LEAs receiving more than $10,000.
7. Repeat steps (iterations) as many times as necessary until there is no grant award with less than $10,000.

The initial calculation is performed by the Federal Programs Department at the same time Title I, Part A allocations are calculated. Calculations and formulas are reviewed by the Student Engagement, Career & Technical Readiness Department for checks and balances.

Once finalized, the allocations are populated into the Idaho State Departments online mechanism for LEA to submit plans and request funds for all title programs (Consolidated Federal and State Grant Application- CFSGA). Once populated LEAs are not able to request less than the populated amount, thereby assuring all LEAs receive no less than $10,000 in Title IVA funds.

j. **Title IV, Part B: 21st Century Community Learning Centers**

1. **Use of Funds** *(ESEA section 4203(a)(2)):* Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

ISDE reserves 2 percent of the appropriated amount for administration (approx. $110,000), which supports 1.08 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The administration funds for Title IV-B are used to support eligible LEAs, Community-Based Organizations, Indian tribes or tribal organizations, and other public/private entities. Each year the ISDE provides regional trainings for interested organizations in applying for Title IV-B grant funds. The ISDE also use administrative funds for costs associated with the peer review process and required USED meetings.

ISDE reserves 3 percent of the appropriated amount for state activity (approx. $270,000), which supports 0.9 FTE: partial salaries for a director, state coordinator, program specialist, and administrative assistant. The state activity funds for Title IV-B are used to support current grantees in providing monitoring and technical assistance. The ISDE partners with the Idaho Afterschool Network and Idaho STARS in developing and implementing school age quality standards, which state activity funds support regional coordinators to provide all areas of Idaho in-depth coaching and technical assistance. The ISDE also uses state activity funds to perform a statewide evaluation to assess the program's effectiveness in meeting performance measures.

Table 17: Title IV-B use of funds

Strategy	Timeline	Funding sources
New Grantee Training	Summer 2017	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Fall 2017	Title IV-B State Activity Funds
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
21st CCLC Directors Meeting	Spring 2018	Title IV-B State Activity Funds
21st CCLC Summer Institute	Summer 2018	Title IV-B State Administrative Funds
Grantee Monitoring & Technical Assistance	Ongoing	Title IV-B State Activity Funds

2. **Awarding Subgrants** *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

   ISDE reserves not less than 93 percent of the appropriated amount for LEA subgrants (approx. $5.2 million). Each year the ISDE hosts a grant competition (as unallocated funds allow) to applicants according to ESEA Sec. 4201(b)(3). The ISDE awards 5-year grants with a minimum of $50,000 per award. Award amounts are based on the applicant's needs and services provided to students; however, the ISDE provides guidance to applicants on typical award amounts based on per-pupil expenditures.

   The ISDE awards subgrants through a competitive process based on the merit of an applicant's grant application: needs assessment for before and after-school programs, project design, measures of effectiveness, budget, and other assurances as outlined in ESEA Sec. 4204. The ISDE awards additional points for entities that target students: (1) attending schools that are implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA Sec. 1111(d); and (2) who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

   The ISDE provides technical assistance and facilitates the grant application process; however, does not participate in the decision making of the awards to applicants. The ISDE recruits a variety of peer reviewers (via email, newsletter, website, press release), which consists of individuals with diverse expertise, organization representation, geographic location, gender, racial and ethnic representation. The ISDE trains all reviewers and hosts a 1-day in-person meeting to discuss submitted applications. Ultimately, the peer reviewers make the decision of awarded applications based on the applicant's grant application and established scoring rubric.

Table 18: Title IV-B awarding subgrants timeline

Strategy	Timeline	Funding sources
Regional Bidder's Workshops	Fall 2017	Title IV-B State Administrative Funds
Grant Application Opens	Fall 2017	-
Grant Application Closes	January 2018	-
Peer Review	Spring 2018	-
Peer Review Process Meeting	Spring 2018	Title IV-B State Administrative Funds
Grant Awards Announced	April 2018	-
Funding to Grantees Begins	July 1	Title IV-B LEA Subgrants

k. **Title V, Part B, Subpart 2: Rural and Low-Income School Program**

1. **Outcomes and Objectives** *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

74% (113 of 153) of Idaho's LEAs and schools meet the state's definition of rural. The goal for students in rural schools is the same for all students—to achieve at the same level of proficiency and have access to higher education resources to be successful after high school. In order to achieve equity for rural students, the state has designated staff to support rural and low-income school programs and has created a working state plan for these programs http://www.sde.idaho.gov/federal-programs/rural/index.html. The plan was created in consultation with LEAs. The process for grant applications includes the Consolidated Federal and State Grant Application (CFSGA) online reporting system for LEAs to submit an application that includes budget, selected activates for use of funds, and measurable goals. The state also has an electronic evaluation report that is due in June each year.

Table 19: Title V-B objectives and outcomes

Objective	Outcome
Objective 1: Rural school students achieve at the same level of proficiency as all other students, and have access to higher education resources to be successful after high school.	Outcomes: Each Rural Low Income School (RLIS) grantee program will provide educational services for children and youth as described in the CFSGA to ensure that they have the opportunity to meet challenging State academic content and achievement standards.
Objective 2: ISDE has a method and annual timeline for providing annual technical assistance to RLIS eligible LEAs.	Outcomes: All RLIS LEA Federal Program directors and business managers attend training on RLIS requirements and eligibly at annual regional meeting.

2. **Technical Assistance** *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The state coordinator collaborates with Title I, Title II, Title III, and family and community coordinators; the charter school coordinator; and 21st Century Learning Center division to ensure program alignment and access to resources as well as in-person training at least twice per year with LEA technical assistance as needed. In addition, Idaho rural LEAs have the opportunity to be part of Northwest Rural Innovation and Student Engagement (NW RISE), a multi-state project that creates learning communities among schools in the rural northwest. Educators from Alaska, Idaho, Oregon, and Washington participate in NW RISE.

The project is part of the Northwest Comprehensive Center and includes two face-to-face meetings per year as well as monthly opportunities for members to collaborate through video conference and a dedicated social media account through Schoology. In addition,

consultation and technical assistance is provided through the state's system of support which includes both on-site support through projects like Idaho Building Capacity, Math Centers, Idaho Content ELA Coaches, and opportunities to network with peers through the Idaho Superintendents Network and Idaho Principals Network.

I. **Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title IX, Subtitle B**

1. **Student Identification** *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

All LEAs are required to have a local board-approved homeless policy that describes how the LEA will implement the following: definitions, identification, school selection, enrollment, transportation, services, disputes, free meals, eligibility for Title I services, training, coordination, and preschool. To assist in the identification of children and youth without housing, public notice of the education rights of homeless children and youth are to be disseminated and posted where such children and youth receive services. ISDE provides free brochures and posters. The state coordinator and Local Liaison contact information is listed on each poster to provide technical assistance regarding enrollment, identification, and other issues affecting students in homeless situations. Liaisons are also provided from the National Center for Homeless Education toll-free help line. ISDE requires a Student Residency Questionnaire in which the nighttime living status of every student is assessed by enrollment documentation. This living status form is disseminated twice per year. Each LEA has an identified liaison responsible for conducting the assessment and verification of homeless children and youth. Once the liaison verifies eligibility of the child or youth they are reported in the LEA student management system that uploads to the Idaho System for Educational Excellence (ISEE) K–12 longitudinal data management system. Samples are available at http://www.sde.idaho.gov/federal-programs/homeless/index.html

Identification of children and youth experiencing homelessness and assessing their needs is primarily the responsibility of the Local Educational Agencies (LEAs). The ISDE supports identification and needs assessment by:

1. Providing annual regional training to local liaisons on the implementation of policies and regular processes for identification of homeless students and assessment of their needs and tracking liaison training;
2. Regularly notifying LEAs of training opportunities through the National Center for Homeless Education (NCHE);
3. Annually monitoring the needs assessment process for LEAs through onsite monitoring visits and the completion of a self-assessment application;
4. Providing a best practice needs assessment worksheet and summary tool from NCHE on the ISDE website at http://www.sde.idaho.gov/federal-programs/homeless/index.html; and
5. Assuring that the ISDE State Coordinator is a participating member of the Idaho Continuum of Care and Idaho HUD Homeless Advisory Council so that identification and needs assessment issues that merge in non-school contexts are appropriately addressed.

Additionally, a new State Coordinator has been hired for Idaho and begins January 16, 2018. Part of this position's 2018 goal will be to reconvene the Idaho Homeless Education Advisory Team (IHEAT), which includes the State Coordinator and LEA liaison representation from around the State. The major focus of this group's efforts will be to analyze state-wide

data resulting in state-level action plans to better assist LEAs in recognizing and addressing needs.

2. **Dispute Resolution** *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

   All LEA liaisons are familiar with the ISDE dispute resolution policy posted on the ISDE website (www.sde.idaho.gov/federal-programs/homeless/index.html) through annual trainings provided by the state coordinator. All LEAs must have a written dispute resolution process that aligns with the state policy. This requirement is checked during onsite federal program monitoring visits, and LEAs submit assurances when they submit their annual application for funding through the CFSGA process. All LEAs must have a written notice of decision, also part of our monitoring process. Sample letters are provided on the ISDE website. Homeless children and youth are provided all services during the dispute resolution process. A new state coordinator has been hired at the ISDE and begins work January 16, 2018. Reviewing and revising all forms and verbiage on the website to reflect the Every Student Succeeds Act will be a priority.

3. **Support for School Personnel** *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

   ISDE provides staff development to LEA liaisons, including: provisions of the McKinney-Vento Education for Homeless Children and Youth program; related state laws; the special needs of students experiencing homelessness; resource materials; and strategies for training teachers, counselors, support staff, administrators, homeless service providers, advocates, and others.

   All liaisons are required to attend annual training on McKinney-Vento and Homeless Education to heighten the awareness of the specific needs of children and youth experiencing homelessness, including runaway and other unaccompanied homeless youth. Webinars and regional trainings are offered by the state and liaisons are regularly notified of trainings through the National Center for Homeless Education throughout the year. Local designated liaisons are required to have annual training for all staff including transportation, nutrition, custodial, and secretarial on their role and specific needs of homeless children and youth, including runaway youth and unaccompanied youth.

   Idaho is beginning a partnership with Edify who has developed an online training and professional development model for the credentialing of Homeless Education Liaisons. The model consists of Beginning, Intermediate and Advanced levels of specific topics, units, and lessons. Liaisons who pass assessments for each level's lessons receive a certificate of achievement. This technology will allow the State Coordinator to assess Liaison learning

outcomes in real time to target technical assistance and resources. This program will be required of LEA liaisons and will include a specialized module and assessment on runaway and unaccompanied youth as well as a unit on human trafficking. This technology will also enable the State coordinator to assure that local liaisons are aware of the specific needs of runaway and other unaccompanied homeless youth.

The new state coordinator, in place effective January 16, 2018, will have as a goal for 2018 to update the ISDE webpage at http://www.sde.idaho.gov/federal-programs/homeless/index.html to include information and resources on the needs of runaways to support training for all appropriate school personnel and community. Although ISDE's current monitoring tool requires evidence of an LEA level policy that ensures equitable access to services for runaway youth, the 2018-2019 monitoring tool will be updated to include evidence of school personnel training to heighten the awareness of the specific needs of runaway children and youth as identified in 722(g)(1)(D).

4. **Access to Services** (*722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

a. **Public preschool programs:** Idaho Code 33-201 identifies school-aged children as between the ages of five and twenty-one. Idaho does not fund pre-school programs. ISDE's Student Residency Questionnaire (nighttime living status of every student) includes questions about siblings in the family and assists with students eligible for secondary education who may not be currently identified. LEA liaisons collaborate with various agencies and service providers who work with homeless youth and youth separated from the public schools, such as the Idaho Department of Health & Welfare, Salvation Army, area shelters, and Community Action Partnership Association of Idaho to make them aware of protections available to homeless, unaccompanied youth. LEA liaisons collaborate with service providers to advocate on behalf of these children and youth to ensure that the students have the opportunity to return to school and participate in these programs. ISDE has established collaboration with Head Start, and the ISDE state coordinator has been appointed to the Idaho Infant and Toddler Council.

b. **Equal Access to Appropriate Secondary Education and Support Services:** The state coordinator provides training with LEA liaisons pertaining to the critical element of identification of youth who are separated from public schools with equal access, without

barriers to full or partial credit. Training and resources specifically for school counselors at the secondary level are being developed to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. Partnerships with Title I-A and other federal programs are used when available to access online courses, summer school, and tutoring for credit recovery.

In addition to training, Idaho conducts annual onsite monitoring and requires the submission of an annual self-assessment each year an LEA does not have an onsite visit. Part of the monitoring process includes requiring evidence that the LEA policy and school processes and procedure ensure that homeless youth and runaway youth receive appropriate credit for full or partial coursework satisfactorily completed while attending public school.

c. **Eligible Children and Youth Do Not Face Barriers:** Every effort is made by all Homeless Liaisons and the state coordinator to include students in all academic and extracurricular activities. LEAs have policies to ensure homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities. Outreach is made by the liaison as needed to local support groups to assist with needs students might have to participate is extracurricular activities. ISDE is actively coordinating and collaborating with state athletic associations to ensure access and opportunity for students.

5. **Strategies to Address Other Problems** *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

i. requirements of immunization and other required health records;
ii. residency requirements;
iii. lack of birth certificates, school records, or other documentation;
iv. guardianship issues; or
v. uniform or dress code requirements.

Idaho state and local policies prohibit LEAs from denying a child enrollment for lack of records and include short timelines for obtaining needed records, certifications, and other documents. All LEAs are required to set aside a minimum of 0.25 of 1% of their Title I allocation for homeless students. This can be used for all the above, as needed. For all subgrants and beginning in 2016–2017, a needs assessment must be completed for the set-aside. ISDE and LEAs use the results of surveys, focus groups, and training evaluations to identify additional barriers caused by enrollment delays. ISDE disseminates information and provides technical assistance about how to remove barriers to school access throughout the state in its resource documents, trainings, and articles for publication. ISDE encourages LEAs to seek aid from local service or charitable organizations to help provide assistance that helps meet these needs. The State Coordinator is working in partnership with the Idaho Volunteer Lawyers Program to assist liaisons and youth across the state with issues and barriers that cannot be resolved at the local level. LEA's requiring uniforms must provide these items to enrolled homeless or foster youth. In addition, MV Homeless Education

Grant funds and homeless set aside funds can used to provide necessary clothing for school dress codes or school activities.

6. **Policies to Remove Barriers** (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The ISDE and all LEAs must have a current homeless education policy that removes barriers to identification, enrollment, and retention including those due to outstanding fees, fines, or absences of homeless children and youth.

The ISDE State Coordinator for the Education of Homeless Children will annually review and recommend revisions to state-level policies or procedures that may create barriers to the identification, enrollment, and retention of students identified as homeless. This review will be conducted in collaboration and coordination with other state and federally funded programs, including Title I, Title III, Migrant Education, IDEA, and Indian Education. Such review will be conducted with input from LEAs receiving subgrant funds.

The state coordinator will provide regular trainings and ongoing technical assistance to LEA Liaisons and staff on all provisions of the McKinney-Vento Homeless Education Act.

The state coordinator will provide written guidance documents regarding the needs to enroll and retain children and youth who are homeless, including the unique needs of various at-risk and diverse subgroups of students.

Statewide and regional-level trainings will address policies and procedures to assure students remain enrolled in their school of origin for the duration of the school year, regardless of attendance status. These trainings will also focus on strategies to minimize barriers to enrollment and retention related to outstanding fees, fines, or absences.

During annual trainings, local liaisons will bring their current policies to be reviewed. The policies will be examined to determine if these are legal, and clear. If needed, policies will be revised to be ready for local board approval. The ISDE requires that LEAs annually review policies as a best practice, and revise as necessary. Many school districts are working with the Idaho School Boards Association on writing and revising policies.

The ISDE has added monitoring indicators reflecting this requirement to the Federal Programs Monitoring Tool. LEA policies and school processes and procedures are monitored through the onsite federal program monitoring process, which requires specific evidence of compliance, and include a review of district policies and procedures to ensure that homeless students and their families receive education services for which they are eligible.

The state coordinator tracks all concerns and requests for assistance. These technical assistance queries, along with data gathered through monitoring of compliance with the McKinney-Vento Act during the Federal Programs monitoring process, are regularly evaluated to search for areas of weakness in the State's implementation of the statute. Areas of weakness are made foci of technical assistance and training activities in the state.

7. **Assistance from Counselors** *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

   The state coordinator works with LEA liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local, and school policies. A new indicator has been added to the 17-18 monitoring tool to address how youth will receive assistance from counselors to prepare and improve the readiness for college. It is a requirement and an expectation from the ISDE that counselors/liaisons will inform unaccompanied homeless youth of their status as independent students under section 480 of the Higher Education Act of 1965, and that they may obtain assistance from the liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid. ISDE training will be offered to counselors as well as training in collaboration with Higher Education program staff.

Appendix A Measurements of Interim Progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

a. **Academic Achievement**

Mathematics - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022	2023
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%	61.5%

English Language Arts/Literacy - 2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023
All Students	53.0%	55.6%	58.2%	60.8%	63.4%	66.1%	68.7%	68.7%
Economically Disadvantaged	40.6%	43.9%	47.2%	50.5%	53.8%	57.1%	60.4%	60.4%

ELA/Literacy	2016	2017	2018	2019	2020	2021	2022	2023
Students with Disabilities	15.0%	19.7%	24.4%	29.2%	33.9%	38.6%	43.3%	43.3%
English Learners	6.9%	12.1%	17.2%	22.4%	27.6%	32.8%	37.9%	37.9%
Black / African American	34.1%	37.8%	41.4%	45.1%	48.7%	52.4%	56.1%	56.1%
Asian or Pacific Islander	65.0%	66.9%	68.9%	70.8%	72.8%	74.7%	76.7%	76.7%
American Indian or Alaskan Native	30.6%	34.5%	38.3%	42.2%	46.0%	49.9%	53.7%	53.7%
Hispanic or Latino	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%	55.7%
Native Hawaiian / Other Pacific Islander	46.7%	49.7%	52.6%	55.6%	58.5%	61.5%	64.5%	64.5%
White	57.9%	60.2%	62.6%	64.9%	67.3%	69.6%	71.9%	71.9%
Two Or More Races	54.5%	57.0%	59.6%	62.1%	64.6%	67.1%	69.7%	69.7%

b. **Graduation Rates**

4 year Graduation rate Class of 2016 baseline, Class of 2022 long-term goal, and Class of 2017-Class of 2021 interim targets

4 year Graduation Rate	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
All Students	79.7%	82.2%	84.8%	87.3%	89.9%	92.4%	94.9%	94.9%
Economically Disadvantaged	71.9%	75.4%	78.9%	82.4%	86.0%	89.5%	93.0%	93.0%
Students with Disabilities	60.5%	65.4%	70.4%	75.3%	80.3%	85.2%	90.1%	90.1%
English Learners	73.3%	76.6%	80.0%	83.3%	86.7%	90.0%	93.3%	93.3%
Black / African American	77.8%	80.6%	83.4%	86.1%	88.9%	91.7%	94.5%	94.5%
Asian or Pacific Islander	83.1%	85.2%	87.3%	89.4%	91.6%	93.7%	95.8%	95.8%
American Indian or Alaskan Native	58.5%	63.7%	68.9%	74.1%	79.3%	84.4%	89.6%	89.6%
Hispanic or Latino	73.7%	77.0%	80.3%	83.6%	86.9%	90.1%	93.4%	93.4%
Native Hawaiian / Other Pacific Islander	69.7%	73.5%	77.3%	81.1%	84.9%	88.6%	92.4%	92.4%
White	81.3%	83.6%	86.0%	88.3%	90.7%	93.0%	95.3%	95.3%
Two Or More Races	77.3%	80.1%	83.0%	85.8%	88.7%	91.5%	94.3%	94.3%

5 year Graduation rate – Class of 2017 baseline, Class of 2021 long-term goal, and Class of 2018 -2020 interim targets.

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
All Students	82.00%	84.7%	87.4%	90.1%	92.8%	95.5%

5 year Graduation Rate	Baseline Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Economically Disadvantaged	75.00%	78.8%	82.5%	86.3%	90.0%	93.8%
Students with Disabilities	65.50%	70.7%	75.9%	81.0%	86.2%	91.4%
English Learners	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%
Black / African American	75.60%	79.3%	82.9%	86.6%	90.2%	93.9%
Asian or Pacific Islander	88.00%	89.8%	91.6%	93.4%	95.2%	97.0%
American Indian or Alaskan Native	67.50%	72.4%	77.3%	82.1%	87.0%	91.9%
Hispanic or Latino	78.40%	81.6%	84.9%	88.1%	91.4%	94.6%
Native Hawaiian / Other Pacific Islander	79.70%	82.7%	85.8%	88.8%	91.9%	94.9%
White	83.10%	85.6%	88.2%	90.7%	93.2%	95.8%
Two Or More Races	79.30%	82.4%	85.5%	88.6%	91.7%	94.8%

c. **Progress in Achieving English Language Proficiency English proficiency – 2018 baseline, 2023 long term goal and 2019-2022 interim targets**

2018 Baseline	2019	2020	2021	2022	2023
74.07%	75.80%	77.53%	79.26%	80.98%	82.71%

Appendix B Idaho's Accountability Framework

State satisfaction and engagement survey administered to parents, students, and teachers

01. **School Category.**
a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f.
b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f.
c. Alternative High Schools
02. **Academic Measures by School Category.**
a. K-8:
i. Idaho Standards Achievement Tests (ISAT) Proficiency.
ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education.
iii. ISAT proficiency gap closure.
iv. Idaho statewide reading assessment proficiency.
v. English Learners achieving English language proficiency.
vi. English Learners achieving English language growth toward proficiency.
b. High School:
i. ISAT proficiency.
ii. ISAT proficiency gap closure.
iii. English Learners achieving English language proficiency.
iv. English Learners achieving English language growth toward proficiency.
v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
c. Alternative High School:
i. ISAT proficiency.
ii. English learners achieving English language proficiency.
iii. English learners achieving English language growth towards proficiency.
iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term.
03. **School Quality Measures by School Category.**
a. K-8:
i. Students in grade 8 enrolled in pre-algebra or higher.
~~ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~
iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year).
iv. Chronic absenteeism.
b. High School:

i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

~~ii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~

iii. Students in grade 9 enrolled in algebra I or higher.

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

v. Chronic absenteeism.

c. Alternative High School:

i. Credit recovery and accumulation.

ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs.

iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year).

v. Chronic absenteeism.

Appendix C GEPA 427 Statement

Information Regarding Equitable Access to and Participation in the Programs included in the Idaho Consolidated State Plan

The Idaho State Department of Education (ISDE) adheres to Section 427 of the General Education Provisions Act (GEPA). In carrying out its educational mission, the Idaho State Department of Education will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs, and services will be accessible to all teachers, students and program beneficiaries. The ISDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities.

For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, ISDE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The ISDE will hold LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken to ensure equitable access may include, but are not limited to the following; developing and administering a pre-participation survey to all potential participants in order to identify special accommodation needs (i.e., wheelchair access, assistive technology, transportation assistance); holding program related sessions/activities in Americans with Disabilities Act (ADA) accessible and compliant facilities; printing materials in multiple languages, when appropriate; offering multi-lingual services for participants and others as needed and appropriate; responsiveness to cultural differences; fostering a positive school climate through restorative practices; conducting outreach efforts and target marketing to those not likely to participate; making program materials available in braille or via audiotapes, when appropriate; providing assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations; using technologies to convey content of program materials; using materials that include strategies for addressing the needs of all participants; pre-program gender and cultural awareness training for participants; development and/or acquisition and dissemination of culturally relevant and sensitive curriculum and informational materials; use of transportation services that include handicapped accommodations; transportation vouchers or other forms of assistance, on an as needed basis, to members (including teachers, students, and families) who must use public transportation to attend program activities.

Appendix D Research Supporting Educator Mentoring Focus

Burkhauser, S., Gates, S. M., Hamilton, L. S., & Ikemoto, G. S. (2012). First-Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes. Technical Report. Rand Corporation.

Potemski, A., & Matlach, L. (2014). Supporting New Teachers: What Do We Know about Effective State Induction Policies? Policy Snapshot. Center on Great Teachers and Leaders.

Strong, M. (2006). Does new teacher support affect student achievement? (Research Brief). Santa Cruz, CA: New Teacher Center. Retrieved from http://www.newteachercenter.org/sites/default/ files/ntc/main/resources/BRF_

Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. ERS Spectrum, 25(3), 1–17.

Appendix E

Psychometric Summary of AdvancED's Student Engagement Survey

Purpose

The purpose of this report is to provide an overview of the psychometric properties of AdvancED's Student Engagement Survey. It is based on a pilot study AdvancED conducted with a total sample size of 20,494 students. The representative sample of students spanned three states: Alabama, North Dakota, and South Carolina. The characteristics of the sample are shown in Table 1 below. Special attention was given to the oversampling of minority groups within the original sampling framework in order to test for any bias that could have arisen between testing groups based on any demographic characteristic.

Table 1. Sample Size of the Pilot Study with Race Percentages by Groups

Race/Ethnicity	High School	Middle School	Elementary School
American Indian or Alaska Native	1.0%	2.0%	2.7%
Asian	1.5%	0.9%	0.9%
Black or African American	27.1%	27.6%	27.1%
Native Hawaiian or Other Pacific Islander	0.4%	0.4%	0.6%
Two or More Races	7.0%	10.8%	10.2%
White	59.9%	55.9%	55.2%
Unknown	3.1%	2.4%	3.3%
Actual Sample Size	6514	6880	7100

Overview of the Student Engagement Survey

The Student Engagement Survey was designed to measure elementary, middle and high school student engagement through student opinions about their learning experiences. The 20 items are categorized under the three domains of engagement type (behavior, cognitive and emotional). These domains are then broken down further by three components of engagement quality – committed, compliant and disengaged. Finally, each component is aligned to two levels. Thus, the committed component has an "invested" or "immersed" level; the compliant component has a "strategic" or "ritual" level; and the disengaged component has a "retreatism" or "rebellion" level.

Results are categorized by engagement type and quality of engagement. Survey results provide a useful summary of the detailed information represented in students' responses and provides information relative to a benchmark. A respondent who finishes the survey is labeled as Committed, Compliant, or Disengaged for each of the three domains. This label is based on

which component of engagement the respondent answers the majority of the time within each factor. It should be noted that the Behavioral domain has six items which means it is possible that a respondent has an even number of responses across two or more components. In these cases, the respondent would be labeled as having a "mixed engagement type. The percentage reported for each domain is calculated by counting the number respondents in each domain out of the total number of respondents taking part in the survey. The percentage reported for each component of engagement is calculated in the same way.

Reliability and Validity

Data from the pilot were used to examine the reliability and validity of the three versions of the instrument – elementary, middle, and high school students. Reliability was tested using Cronbach's Alpha, with values of .7 and above representing adequate internal consistency (see Table 2). The Middle and High student groups of the Student Engagement Survey fall within the "good" range for reliability. The exception in this case is the Elementary students where the reliability was found to be closer to "adequate". It is theorized that drop in reliability may actually be a byproduct of the respondents ages and mental capacity as opposed to survey content. All three groups received survey questions that are similar in content with some differentiation among groups.

Table 2. Reliability of Student Engagement Surveys.

Group	Reliability
High School	0.80
Middle School	0.80
Elementary School	0.67

Construct validity was examined using confirmatory factor analysis. Table 3 below shows the results of the CFA across several common fit indices. All values in Table 3 represent good fit of the data to the model across all of the fit indices. "Good" is defined as Root Mean Square Residual (RMSR) and the Root Mean Square Error of Approximation (RMSEA) less than 0.05 and Goodness of Fit Index (GFI), Comparative Fit Index (CFI) and Normed Fit Index (NFI) between 0.90 and 0.95.

Table 3. Three Factor Fit Indices for Student Engagement Surveys.

Group	RMSR	RMSEA	GFI	CFI	NFI
High School	0.0132	0.0339	0.9795	0.9420	0.9341
Middle School	0.0133	0.0342	0.9770	0.9385	0.9341
Elementary	0.0095	0.0259	0.9860	0.9422	0.9311

Rasch Results

Each individual item was reviewed using a Rasch analysis, utilizing several fit indices to determine how well the items performed. Across all three forms, 3 of items on the high school form, 3 items from the middle school form, and 1 item from the elementary form were considered "on bounds" meaning their values were close to the threshold values used to determine item fit. All other items were within commonly accepted parameters and considered to be functioning exceptionally well within the confines of the instrument. A table of these values is not presented given the large number of items but is available upon request.

Differential Item Functioning Results

Similarly, Differential Item Functioning (DIF) analysis was conducted to examine the performance of items in relation to different demographic groups. As an example, Table 4 shows the results of DIF analysis for a single survey item that tests bias relative to two race categories. DIF test values for item #12: "The skills I am learning in class…" are included in Table 4. Mantel-Haenszel P-Values greater than 0.05 and effect sizes less than the absolute value of 0.25 are labeled as not having bias between the groups being investigated. In other comparisons where DIF was indicated, we believe it is an artifact of sample size (for example, American Indian and Alaska Native) but AdvancED will continue to monitor this as more respondents use the measure.

Table 4. DIF Results for Item #12 Based on Black/African American versus White Race Categories for all Subgroups.

Group	Mantel-Haenszel P-Value	Effect Size
High School	0.0750	0.00
Middle School	0.2289	0.00
Elementary School	0.1331	0.03

ESSA Plan, North Dakota Department of Public Instruction, 31 Aug. 2017, pp. 422–423., www.nd.gov/dpi/SchoolStaff/SSI/ESSA/plan/

Comment Request; Proposed 2022-23 Amendment to the Consolidated State Plan

A Notice by the Idaho State Department of Education on 05/09/2022

SUMMARY

The Idaho State Department of Education (SDE) has drafted a proposed amendment to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2022-23 school year, consistent with the previously approved 2021-22 ESEA addendum, along with additional technical corrections.

In addition, the proposed amendment reflects the State Board of Education (Board) approved pending rule Docket 08-0203-2101, including the removal of student engagement survey and the addition of chronic absenteeism as part of the School Quality Measures.

Lastly, the proposed amendment also extends the 2022 long-term goals to 2023 for the academic achievement and four-year graduation rate indicators due to COVID-19 related disruptions and limited data availability.

DATES

Interested persons and entities are invited to submit comments on or before June 7, 2022.

ADDRESSES

Comments in response to this notice should be submitted at: https://idsdoe.qualtrics.com/jfe/form/SV_6wVOxbXbAwtFjV4.

For the proposed 2022-23 amendment to the ESEA Consolidated State Plan, go to: https://www.sde.idaho.gov/assessment/accountability/files/general/Idaho-Consolidated-State-Plan-2022-2023-Amendment.pdf.

For the previously approved 2021-22 addendum to the ESEA Consolidated State Plan, go to: https://boardofed.idaho.gov/meetings/board/archive/2022/0420-2122/04SDE.pdf#page=68.

For the current ESEA Consolidated State Plan, go to: https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-2019-Amendment.pdf.

For the Board approved pending rule Docket 08-0203-2101, go to: https://boardofed.idaho.gov/meetings/board/archive/2021/112921/PPGA.pdf#page=108.

QUESTIONS

For specific questions related to collection activities, please contact Ayaka Nukui at anukui@sde.idaho.gov or 208-332-6926 or Karen Seay at kseay@sde.idaho.gov or 208-332-6978.

SUPPLEMENTARY INFORMATION

Chronic Absenteeism and Student Engagement Survey for Schools without Grade 12

In November 2021, the Board approved the pending rule Docket 08-0203-2101 to remove student engagement survey from and add chronic absenteeism to the Idaho Administrative Rule (IDAPA) Section 112 Subsection 03, School Quality Measures for any schools without grade 12 (K-8 School).

The proposed 2022-23 amendment reflects the changes outlined in the pending rule. Specifically, the proposed 2022-23 amendment replaces the student engagement survey with the chronic absenteeism for K-8 Schools for the school quality indicator that is part of school identification.

Expected Implications

Based on the 2022-23 data, K-8 schools will be identified for targeted support and improvement and additional targeted support and improvement based on the following indicators:

Measure	Weight
Academic Achievement Indicator	
Idaho Standards Achievement Test (ISAT)/Idaho Alternate Assessment (IDAA) Proficiency Rate in ELA/literacy	*
ISAT/IDAA Proficiency Rate in Mathematics	*
Student and English Learner Progress Indicator	
Student Growth toward Proficiency - ISAT ELA/literacy	*
Student Growth toward Proficiency - ISAT Mathematics	*

Measure	Weight
English Learners Achieving English Language Growth toward Proficiency	*
School Quality Indicator	
~~Student Engagement Survey~~ Chronic Absenteeism	**

**Weight – 90% - equal distribution across applicable measures*
***Weight – 10%*

Chronic Absenteeism and Student Engagement Survey for Schools with Grade 12

In November 2021, the Board approved the pending rule Docket 08-0203-2101 to remove student engagement survey from and add chronic absenteeism to the Idaho Administrative Rule (IDAPA) Section 112 Subsection 03, School Quality Measures for any schools with grade 12 (High School).

The proposed 2022-23 amendment reflects the changes outlined in the pending rule. Specifically, the proposed 2022-23 amendment replaces the student engagement survey with the chronic absenteeism for High Schools for the school quality indicator that is not part of school identification.

Expected Implications
There are currently no expected implications to LEAs and schools.

Extension of 2022 Long-term Goals to 2023

The current Consolidated State Plan identifies the 2022 long-term goals for the ISAT/IDAA proficiency rate indicator in ELA/literacy and mathematics, as well as the 4-year graduation rate indicator. The proposed 2022-23 amendment extends the 2022 long-term goals to 2023 due to the following reasons:

- In 2020, ISAT/IDAA was not offered to students in Idaho due to school closures related to COVID-19 pandemic, resulting in no statewide assessment results for that year.
- In 2021, the 95% statewide assessment participation rate requirement was waived due to COVID-19 disruptions, resulting in a low participation rate among some schools.
- In 2021, an independent field test was conducted for IDAA ELA/literacy and mathematic, producing compatible yet incomparable results based on Wyoming's cutscores.

Expected Implications
There are currently no expected implications to LEAs and schools.

Previously Approved 2021-22 ESEA Addendum

The proposed 2022-23 amendment reflects the previously approved 2021-22 ESEA addendum. However, the SDE is not currently collecting comments related to the changes that were part of the 2021-22 ESEA addendum. The addendum was approved by the Board on April 20, 2022 to include the following changes:

- Adjusting growth calculation methodology for the progress in achieving English language proficiency indicator.
- Pausing some of the school quality or student success indicators not used in school identification due to data collection issues.
- Adjusting identification methodology due to COVID-19 disruptions and data availability for
    - Comprehensive support and improvement schools;
    - Targeted support and improvement schools; and
    - Additional targeted support and improvement schools; and
- Adjusting exit criteria for the comprehensive support and improvement schools.

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments to represent myself or another person.	School Administrator	Nick	Muckerman	Inkom		
I am making comments to represent myself or another person.	School Administrator	Betsy	Despain	Downey		
I am making anonymous comments.						
I am making anonymous comments.						
I am making anonymous comments.						

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
Students under seven years old do not have to be to school by state law. Because of this, schools and districts cannot enforce their tardy and attendance policies because parents know that the courts will not prosecute. It is unfair that this is an indicator in any way that has to do with funding.
I think Chronic Absenteeism is not a good indicator. There are too many factors that factor into chronic absenteeism that are beyond the school's control. Also, sending kids to court is no help. A video conference with a judge has no teeth with parents these days.
The hard part about basing a school quality indicator on Chronic Absenteeism is that often the student and the school have no control over this measure. I was an elementary school principal for almost 10 years. We had many students that were kept home for a family vacation, to babysit siblings, and because their parents couldn't get out of bed to take the student to school. I don't know why we would move away from the student engagement survey.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
ok	
Neither show a representation of the students engagement in school.	
The survey gets a one day snapshot of how students feel that day. Depending on how the survey is administered, how the students feel that day, and a myrid of other factors, it seems the validity of the survey could be questioned, and to "grade" an LEA on this information questionable.	

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making anonymous comments.						
I am making comments on behalf of an entity or organization.					School	Hagerman Joint School District #233

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
schools with absenteeism. I am also not impressed with using ISAT ELA and ISAT Math for any growth model. Again, rural and low-socioeconomic schools will struggle. Use the IStation Math and Reading as a state test. The final comment is that allowing 9-12 to have no accountability is wrong. The secondary schools need to have some responsibility. The consensus from the "higher-ups" is that Elementary and Middle Schools should have career-ready, and the High School is not accountable. We are watching high school kids drop out, or it is suggested they go to the alternative school, GED, or some other means of graduation, so the numbers do not count against the school graduation rate. They are shoving kids out. Students are falling through the cracks because High Schools are not accountable. K-8 cannot be accountable for everything, and it is getting to the point of ridiculous. We take standards and shove them down to K-8, making them harder. Has anyone done the research? Look at research concerning learning. Not all students learn simultaneously, and the reasons are the home, brain, and educators do not all work the same. We allow our schools to go to four-day weeks to top it off. How does this remotely help kids? It is a teacher retention thing. No, it isn't about teachers, and it is about kids. When we go into the profession, it is to educate, and it puts us behind in the education of studentsâ€"all students, not just in Elementary and Middle Schools. High-school students need seat time, not early mornings and later times.
It is easy to look at proficiency levels, however, I believe it is important for schools to view yearly growth.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12 so this means what?	Thanks
	No comment

Other Technical Corrections
Thanks

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments on behalf of an entity or organization.					Local Education Agency	Mackay School District
I am making anonymous comments.						
I am making comments on behalf of an entity or organization.					Local Education Agency	Bliss School District #234

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
As an educator who has worked within the public school systems long before Covid, during Covid, and now after Covid I have observed chronic absenteeism greatly increase. When we call families to check in on the absent student families will often say they are "sick" and cannot attend school. We have had families with Covid like symptoms over 10 different chunks of time throughout the year. I feel like it unjust to hold schools accountable for a parenting issue. Schools cannot force parents to bring their student to school, especially elementary schools. I know in our school we have teachers make contact, counselors, office staff, and admin. We have set up incentives for students to be at school and to try and instill the importance of school to the elementary students. With all of these steps in place we still cannot get some families to attend school consistently and our CPS caseloads are too heavy and truancy is not addressed in a timely manner. Holding schools accountable for attendance is not a true indicator of quality because it is based on family beliefs, family supports, and family choice; these areas are sometimes out of the school's control.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
The Student Engagement Survey is not always perceived to be accurate.	
	I'm glad that this is extended and hope to see the numbers rise despite the closures. Although we all expected quality education to be distributed during the shut-down, some students were not necessarily supported as much as needed. For that reason LEA's should not have all the accountability and possible repercussions, until adequate time has passed to improve quality of face-to-face teaching.

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments on behalf of an entity or organization.					School	The Academy Inc.

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
Please define Chronic Absenteeism.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023

Other Technical Corrections
The use of percentile ranking bothers me, because it seems contrary to content mastery. There will always be a bottom 5 percent no matter how high scores are. There will also be a top 5% no matter how low the scores are. Also, I am also puzzled as to why the the exit comprehensive support component of ELA and Math results was lowered from 20% to 10%. I know that it is not "to improve by redefining instead of better performance" but that is what it will look like to many.

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making anonymous comments.						

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
attendance as state entities are defining full days differently. Am I interpreting this correctly? 1. As provided by The State Board Rules Governing Administration (IDAPA 08.02.01.250) a FULL DAY ABSENT = less than 2.5 hours attended - A school day for grades one through twelve (1-12) may be counted as a â€œday in sessionâ€ when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. - Or IDE Attendance and Enrollment User Guide its defined as: The State Board Rules Governing Administration (IDAPA 08.02.01.250) states that a day of attendance is one in which a pupil is physically present for two and one half (2 â€€) (half day) or not less than four (4) hours (full day) under the guidance and direction of a teacher or other authorized school district personnel while school is in session. 2. In conversations with the Idaho Department of Education under this change and defining an absent would be a FULL DAY ABSENT = more than 50% of a day missed. - Student Demographics â€“ Is Chronically Absent [chronicallyAbsent] A flag indicating if the student was enrolled in the baseSchool for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which they were enrolled at the baseSchool. Absent means, students who miss more than 50% of a school day, for any reason. Grades K-12

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments on behalf of an entity or organization.					Local Education Agency	Blackfoot Charter Community Learning Center

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
I do not agree that chronic absenteeism is a valid metric in this situation. Schools are still struggling with absences due to COVID, among others. Generally, the chronic absenteeism challenges are associated with long term illness, student and parent apathy and other challenges that are presented to students outside of the school setting. I do agree that schools must take an interest in attendance and that they must also follow applicable laws, codes, and policies. I also agree that schools must be solid communicators throughout the school year in working with families regarding absences. However, holding schools accountable for measures that they ultimately have no control should be avoided. For instance, one of our staff was informed by our local prosecutor's office that submitting students for truancy would not be helpful as they aren't, and won't, be pursuing these students. Other instances of the challenges have seen parents simply withdraw their student and claim enrollment at another school, parents blocking the school phone number to avoid difficult conversations, and verbally attacking school staff both in person and over the phone. These difficulties are not within the control of an LEA. These difficulties and the associated absences are not a measure of the quality of a school nor of student engagement. I would suggest that to address this issue with LEA's would be to involve state agencies sooner in the process to add support to the LEA's in addressing absences, creating a stronger team to work with families. I unfortunately do not have the perfect answer regarding how to measure school quality, but I believe that chronic absenteeism will not achieve the desired result. Thank you.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments on behalf of an entity or organization.					School	Lakeland High School
I am making comments to represent myself or another person.	School Administrator	David	Wilson	Idaho Falls		
I am making comments to represent myself or another person.	School Administrator	Katrina	Kramer	Post Falls		
I am making anonymous comments.						
I am making anonymous comments.						

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
Though weighted differently, I am concerned about using this metric to rate schools when we are currently experiencing a global pandemic. What other future events could affect schools receiving a "good" score? When it is out of the control of the school to do anything about it?
Elementary schools only have so much control over absenteeism. Parents make the decision to send or not send their children to school. With covid, this has made it even more difficult to convince parents to send children. It is unfair of the state to hold schools accountable for something they have no control over.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
	In light of the state changing the year high school students are being tested for ELA and math from their 10th grade year to their 11th grade year for the year 2022-23, I recommend the state allow students who scored proficient or advanced this year (2021-22) as sophomores to be exempt from taking it next year. Henceforth, all juniors would be asked to take the test moving forward after next year. Mr. Derrick LHS Principal
I do not believe that chronic absenteeism should be used as a measure of school success. Parents are the ultimate determining factor in whether students show up or not. We should not be graded on parent performance.	
I agree with the proposed amendment that replaces the student engagement survey with the chronic absenteeism for schools with grade 12 for the school quality indicator that is not part of school identification.	

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments on behalf of an entity or organization.					Local Education Agency	Post Falls School District
I am making comments on behalf of an entity or organization.					School	IF
I am making anonymous comments.						
I am making comments to represent myself or another person.	School Administrator	Alex	Meyers	Bruneau		

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
I don't understand how a school's quality can be measured by a student/family who don't value education and are chronically absent. Where does this measure take into account the school's systems of outreach and support for families. The missing factor ALWAYS in these accountability measure is the family. Why do they have no accountability? Why do the schools continue to get sent a message they are less than for things they do not control? Very disappointing.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
We have experienced a significant increase in student absenteeism post COVID. This chronic absenteeism makes it incredibly difficult to ensure our students achieve at the highest levels because if they are not here, we cannot educate them. Every school in our district reaches out to families when students miss school. It is our hope our schools will not be penalized for parents who, for whatever reason, choose to allow children to stay home when they are not ill. We suspended our truancy protocols during the pandemic and will bring them back in the 22-23 school year. So even though there are currently no expected implications, when this is listed as a measure of a school's success on a report card, patrons will not understand the story behind the number.	
xxx	
	Proficiency rates should not be a factor, only growth.
I do not think we should replace engagement for attendance but instead include both. Engagement is an essential piece to student achievement, including parental engagement and that should be an accountability piece.	

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments to represent myself or another person.	School Administrator	Marissa	Owen	Coeur D Alene		
I am making comments on behalf of an entity or organization.					Local Education Agency	Firth school district

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
With the proposed requirements around chronic absenteeism, it seems you are unfairly targeting schools that serve children from poverty. Schools that serve children from poverty are already working overtime due to the additional needs that children from poverty come with. These needs vary from the physical needs of food, clothes, school supplies, etc. to the mental needs of school based counseling and huge quantities of intervention and special education support. The children that we serve are often living in high stress situations with uncertainty around housing, constantly changing family dynamics, and often the involvement of law enforcement including parents and family members in jail and prison. There is much scientific evidence that indicates a strong correlation between high levels of stress hormones and lowered immune system functionality. Essentially, our children who are living the in the above conditions are going to be sick often. It is going to take them longer to get better, thus more days away from school. I do not see adding the chronic absenteeism (at least in K-5) as an effective tool to measure the quality of a school. We would love for our students to attend more often, but they can not learn if they are sick and children from poverty are sick a lot.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
Na	

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making anonymous comments.						
I am making comments to represent myself or another person.	School Administrator	David	Miles II	Sandpoint		
I am making comments to represent myself or another person.	School Administrator	Lance	Miller	Idaho Falls		
I am making comments to represent myself or another person.	District Administrator	Michael	Nelson	Coeur d'Alene		
I am making comments to represent myself or another person.	School Administrator	Don't	Ask	Idaho		

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
This rule makes zero sense for an elementary school. Parents control whether a child is chronically absent, not a six year old. Who is punished for this? The school? This year 58% of our students in a K-5 school missed 10 or more days. Some of this was due to Covid quarantining, but much was due to taking vacations that had been delayed by Covid- but even larger is a cultural shift in the importance of school. Twenty-eight percent of our students missed 18 or more days of school. The majority of these students report they were not ill when out- but having a "personal day," etc. Are we really going to punish the schools for this? Despite these attendance obstacles and through Herculean efforts, our students scored above state averages on state tests in every grade level and on every test. To think that we may know be in school improvement due to attendance may be the final straw.
Using Chronic Absenteeism as a measure for a school is paramount to rating a dentist on how many cavities their patients get. Neither has control of what happens outside their care. Absenteeism is a parental issue which the school has very little control. Just as a dentist cannot control a patients diet and brushing habits.
While "chronic absenteeism" makes sense as a potential school quality indicator, I'm not sure that it properly references the work of schools. Many of the families that experience absenteeism have underpinning issues that more greater impact achievement. Additionally, if this is a consideration, we'd need to identify the triggers and thresholds that would be considered.

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
Will this cause schools do drop students rather than have students with Chronic Absenteeism? What supports will the State of Idaho provide to schools to help deal with Chronic Absenteeism?	
Using Chronic Absenteeism as a measure for a school is paramount to rating a dentist on how many cavities their patients get. Neither has control of what happens outside their care. Absenteeism is a parental issue which the school has very little control. Just as a dentist cannot control a patients diet and brushing habits.	
Similar comments.	
How is "Chronic Absenteeism" defined?	

Other Technical Corrections

Please tell us about yourself:	What is your role?	First Name	Last Name	City	What is your organization?	Organization Name
I am making comments to represent myself or another person.	Educator	Decline	To State	Boise		
I am making anonymous comments.						
I am making comments to represent myself or another person.	Educator	Donald	Almquist	Wallace		
I am making comments to represent myself or another person.	School Administrator	Maggi	Fortner	Heyburn		

Chronic Absenteeism and Student Engagement Survey for Schools WITHOUT Grade 12
xx

Chronic Absenteeism and Student Engagement Survey for Schools WITH Grade 12	Extension of 2022 Long-term Goals to 2023
It is alarming that folks want to remove any measurement, beyond one data point of chronic absenteeism, for identifying schools in need of improvement. This may lead to inaccurately identifying schools in both directions. Also, using just one data point provides very little guidance to schools or others on how to improve. I highly recommend you create, select, or choose a school climate measure that is valid, evidence-based and driven by Idaho's context and needs.	
Chronic absenteeism is a huge problem!	
Concerned about future implications. As an alternative school we struggle with chronic absenteeism that we have no control over. Many students are here because of chronic absenteeism.	

Other Technical Corrections

Comment Request; Proposed 2022-23 Amendment to the Consolidated State Plan

A Notice by the Idaho State Department of Education on 08/29/2022

Updated on 08/30/2022 to clarify IDAA testing grades.

SUMMARY

The Idaho State Department of Education (SDE) has drafted a proposed amendment to the Consolidated State Plan of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeed Act (ESSA) for the 2022-23 school year, consistent with the State Board of Education (Board) adopted temporary rule Docket 08-0203-2202. The proposed amendment includes the addition of two non-academic indicators: a student engagement survey and chronic absenteeism, as part of the state accountability system.

The proposed amendment also substantially modifies the academic indicator for the high school testing population, impacting how the SDE calculates participation and proficiency rates for federal and state accountability and reporting purposes. The proposed amendment also adjusts the school improvement qualitative review criteria for small schools.

DATES

Interested persons and entities are invited to submit comments on or before Friday, September 23, 2022.

ADDRESSES

Comments in response to this notice should be submitted at https://idsdoe.qualtrics.com/jfe/form/SV_881adfAOWIommBo.

For the proposed 2022-23 amendment to the ESEA Consolidated State Plan, go to https://www.sde.idaho.gov/assessment/accountability/files/general/Idaho-Consolidated-State-Plan-2022-2023-Amendment.pdf.

For the current ESEA Consolidated State Plan, go to https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-2019-Amendment.pdf.

For the Board adopted temporary rule Docket 08-0203-2202, go to https://adminrules.idaho.gov/bulletin/2022/08.pdf#page=11.

WEBINARS

The SDE hosts the Assessment & Accountability Webinar at 10:00 am on September 14 to go over the proposed changes. Register for the webinar at: https://idahosde.zoom.us/webinar/register/WN_Adr2lYP8R6ei-OjGDKrpMA.

QUESTIONS

For specific questions related to collection activities, please contact Ayaka Nukui at anukui@sde.idaho.gov or 208-332-6926.

SUPPLEMENTARY INFORMATION

High School ISAT/IDAA (page 21 of the proposed amendment)

During the 2022 legislative session, the legislatures adopted the pending rule Docket 08-0203-2101 to move the ISAT grade level from grade 10 to grade 11 and to make the grade 9 ISAT optional at the discretion of the school district or charter school. In June 2022, the Board adopted the temporary rule Docket 08-0203-2202 to allow grade 10 ISAT to also be optional at the discretion of the school district or charter school. The proposed 2022-23 amendment reflects the changes outlined in the latest rule, as well as the board's intention of minimizing double testing (i.e. testing prior year's sophomores again in spring 2023).

Specifically, the 2022-23 amendment proposes a model in which students are allowed to demonstrate their mastery of the high school content standards by taking the assessment at least once in high school during or prior to their 11th grade year. For students who demonstrate mastery prior to their 11th grade year, the SDE will bank the participation and proficiency status until their 11th grade year for federal and state accountability and reporting purposes.

Expected Implications for the High School Testing Population and Student Results

High School ISAT

Testing Population in Spring 2023

School districts and charter schools **must assess all students in grade 11 for all subjects, except those students who quality for IDAA, UNLESS** students participated in the grade 10 ISAT in spring 2022 and met or exceeded the 11th grade proficiency cut score in the corresponding subject.

School districts and charter schools **may choose to assess** students in grade 11 who participated in the grade 10 ISAT in spring 2022 and met or exceeded the 11th grade proficiency cut score on the grade 10 ISAT in the corresponding subject.

School districts and charter schools **may also choose to assess** students in grade 9 and 10 on the grade 11 ISAT, who have already received instruction in the content standards assessed on the grade 11 ISAT in the corresponding subject. Students who do not achieve the 11th grade proficiency cut score must re-test on or prior to the year they attend 11th grade.

Testing Population in Spring 2024 and Beyond

School districts and charter schools **must assess all students in grade 11 for all subjects, except those students who quality for IDAA, UNLESS** students participated in the grade 11 ISAT as 9th or 10th graders in prior years and met or exceeded the 11th grade proficiency cut score in the corresponding subject.

School districts and charter schools **may choose to assess** students in grade 11 who participated in the grade 11 ISAT as 9th or 10th graders in prior school years and met or exceeded the 11th grade proficiency cut score on the grade 11 ISAT in the corresponding subject.

School districts and charter schools **may also choose to assess** students in grade 9 and 10 on the grade 11 ISAT, who have already received instruction in the content standards assessed on the 11th grade ISAT in the corresponding subject. Students who do not achieve the 11th grade proficiency cut score must re-test on or prior to the year they attend 11th grade.

Grade 9 and 10 Summative ISAT

Starting in spring 2023, school districts and charter schools will not be able to administer the grade 9 and 10 summative ISAT but will continue to have access to the grade 9 and 10 interim ISAT for benchmarking purposes.

High School IDAA

Testing Population in Spring 2023 and Beyond

School districts and charter schools **must assess all students who qualify for the IDAA in grade 10 ELA/literacy and mathematics**, until the state develops and implements 11th grade IDAAs aligned to the new content standards.

School districts and charter schools **must continue to assess all students who qualify for the IDAA in grade 11 science.**

Individual Student Report

School districts and charter schools will continue to have access to the reporting portal for timely viewing of scores and score analytics.

Expected Implications for Report Card and Accountability for the 2022-23 school year

High School ISAT/IDAA

2023 Participation Rate Denominator

All students enrolled in grade 11 on or before April 28, 2023 and enrolled through May 12, 2023 or the last day of school are included in the denominator of the 2023 ISAT/IDAA participation rate. School districts and charter schools can continue to appeal the following groups of students from the denominator during the appeals window:

- Students who don't qualify for IDAA and were not enrolled or were absent for the entire 2023 spring testing window due to a documented medical reason or documented homebound status;
- Students who qualify for IDAA and were not enrolled or were absent for the entire **2022** spring testing window due to a documented medical reason or documented homebound status for grade 10 ELA/literacy and mathematics; and
- Students who qualify for IDAA and were not enrolled or were absent for the entire **2023** spring testing window due to a documented medical reason or documented homebound status for grade 11 science.

2023 Participation Rate Numerator

The numerator of the 2023 ISAT/IDAA participation rate for ELA/literacy and mathematics will include the following groups of students:

- Students who participated in grade 11 ISAT in spring 2023;
- Students who participated in grade 10 ISAT in spring 2022 and met or exceeded the 11th grade proficient cut score; and
- Students who qualify for and participated in grade 10 IDAA in spring 2022

The numerator of the 2023 ISAT/IDAA participation rate for science will include the following groups of students:

- Students who participated in grade 11 ISAT in spring 2023; and
- Students who qualify for and participated in grade 11 IDAA in spring 2023

2023 Proficiency Rate

The denominator of the 2023 ISAT/IDAA proficiency rate includes those students in the 2023 participation rate numerator, who were continuously enrolled in the 2022-23 school year. The

numerator of the 2023 ISAT/IDAA proficiency rate is those students who met or exceeded the 11th grade ISAT, 11th grade science IDAA, or 10th grade ELA/literacy or mathematics IDAA proficiency cut score in the corresponding subject.

School Identification Qualitative Review for Small Schools (page 28 of the proposed amendment)

The proposed 2022-23 amendment allows the State Technical Assistance Team (STAT) to establish qualitative review criteria for schools that are too small to meet the n-size requirements for the minimum number of school identification indicators. The STAT includes members of the SDE executive team, federal programs director, director of special education, director of curriculum and instruction, director of assessment, school improvement coordinator, a Career and Technical Education (CTE) representative, a state board of education representative, and members of the local LEA and school leadership teams.

Expected Implications

There are currently no expected implications to LEAs and schools.

Student Engagement Survey for Schools for All Schools (page 114 of the proposed amendment)

In June 2022, the Board adopted the temporary rule Docket 08-0203-2202 to insert the student engagement survey back into the Idaho Administrative Rule (IDAPA) Section 112 Accountability for all schools. The proposed 2022-23 amendment reflects the changes outlined in the latest rule.

Expected Implications

School districts and charter schools must conduct a state-sponsored statewide engagement survey in spring 2023. Survey results will continue to be posted on the state report card.

Chronic Absenteeism for Alternative High Schools (page 115 of the proposed amendment)

In June 2022, the Board adopted the temporary rule Docket 08-0203-2202 to insert the chronic absenteeism into the IDAPA Section 112 Subsection 03, School Quality Measures for alternative high schools. The proposed 2022-23 amendment reflects the changes outlined in the latest rule.

Under the same temporary rule, the Board also inserted the chronic absenteeism back into the IDAPA Section 112 Subsection 03, School Quality Measures for K-8 schools and high schools with grade 12, after the proposed rule was rejected by the 2022 legislature. The SDE is not currently accepting comments on the chronic absenteeism measure for K-8 schools and high schools with grade 12, as the SDE has already requested public comments on the chronic absenteeism measure for K-8 schools and high schools during the previous public comment window from May 9, 2022 to June 7, 2022.

Expected Implications

The SDE will calculate and post the chronic absenteeism rates for alternative high schools on the state report card.

SUBJECT

Request for annexation/excision of territory between Lakeland School District 272 and Coeur d'Alene School District 271

REFERENCE

April 2015	Board Approved the annexation/excision of property from the Post Falls School District to the Coeur d'Alene School District and forwards the request to the electorate.
June 2017	Board approved the correction to the legal description of Coeur d'Alene School District boundary caused by two overlapping changes from different school districts.
December 2017	Board denied the annexation/excision request between Lakeland and Coeur d'Alene School District.
June 2018	Board approved the correction in legal description between Coeur d'Alene and Post Falls School Districts.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01 – Section 050, Altering School District Boundaries

BACKGROUND/DISCUSSION

Staff with the Coeur d'Alene School District contacted Board staff in October 2021. At that time, Coeur d'Alene School District was directed to submit their petition in accordance with the provision outlined in Section 33-308, Idaho Code. Board staff received the completed petition in April 2022 and forwarded it to the State Department of Education on April 28, 2022 so they could hire a hearing officer as required pursuant to IDAPA 08.02.01..

The Lakeland and Coeur d'Alene Boards of Trustee met and jointly approved a petition to the State Board of Education requesting approval of a boundary change between the two districts under Section 33-307, Idaho Code. The petition extends the boundary along Heutter Road to include a major development entirely within the Lakeland School District, which in turn will create a clear and consistent boundary between the districts that will be easily understood by patrons and district personnel.

Section 33-307, Idaho Code, provides a process for correction or alteration of school district boundaries. Section 33-308, Idaho Code, provides a process for excision and annexation amendments to the boundaries of adjoining school districts.

IMPACT

Upon Board approval of the proposed petition under Section 33-308, Idaho Code, it shall be submitted to school district electors residing in both the district to be

excised and the district to be annexed. If the proposal is approved by the electors, the Superintendent of Public Instruction shall make an order for the boundaries between the Lakeland and Coeur d'Alene school districts be altered.

ATTACHMENTS

Attachment 1 –Lakeland School District Boundary Legal Description and Map
Attachment 2 – Coeur d'Alene School District Boundary Legal Description and Map
Attachment 3 –Annexation Petition
Attachment 4 – Kootenai County Zoning District Map
Attachment 5 – Hearing Officer Recommendation
Attachment 6 – Debt Capacity Letter
Attachment 7 – Supplemental Materials for Petition

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the petition.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

(a) The names and addresses of the petitioners;
(b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
(c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
(d) The names of the school districts from and to which the area is proposed to be excised and annexed;
(e) A description of reasons for which the petition is being submitted; and
(f) An estimate of the number of children residing in the area described in the petition.

IDAPA 08.02.01.050 sets out the requirements and rules for the alteration of school boundaries pursuant to Section 33-108, Idaho Code. A hearing officer is required to review whether the alteration would leave either of the school districts with a bonded debt in excess of the limits proscribed by law and whether the proposed alterations are in the best interest of the children residing the in areas

described in the petition. In determining the best interest of the children, the hearing office is required to consider all relevant factors, including the safety and distance of the children from the applicable schools, the views of the interested parties as these views pertain to the interests of the children residing in the petition area, the adjustment of the children to their home and neighborhood environment, and the suitability of the school(s) and school district which is gaining students in terms of capacity and community support.

Section 33-1103, Idaho Code, limits bonded debt for school districts, excluding elementary school districts, to two percent (2%) of the market value of applicable property within the school district as of the last preceding equalized assessment. The recommendation indicates the change in the school district boundaries will not leave either school district with a bonded debt beyond the legal limits. The hearing officer's recommendation is provided in Attachment 5. The recommendations consider the safety of the children living within the area impacted by the boundary change and the safety of any children that may live in the area in the future. The hearing officer indicates there are currently three children living within the affected area and the school districts have entered into an agreement to allow the children to continue to attend their current schools.

The hearing officer recommendation appears to be based on discussions with the school district staff requesting the annexation and excision of property between the two school districts under Section 33-307, Idaho Code. Section 33-307, Idaho Code, authorizes the Board to alter school district boundaries to make a correction or alter the boundaries "for any other reason." Section 33-307, Idaho Code, does not require that the voters in the two districts vote on the requested boundary change. Section 33-308, Idaho Code is specific to annexation and excision and requires that voters in both districts approve the change. Section 33-308, Idaho Code, is applied in this situation, as opposed to Section 33-307, Idaho Code, because the requested change results in property being removed from each district and added to the other. Section 33-308, Idaho Code, creates an opportunity for the voters in both districts to approve, or disapprove, of the change.

The three impacted students will be considered out-of-district students. Pursuant to Section 33-1403, Idaho Code, whenever the Board of Trustees of any school district shall determine that it is in the best interest of any of its pupils to attend school in another district within the state, the Boards of Trustees of the districts may annually agree, in writing, that such pupil or pupils shall be transferred to and attend the designated school or schools of the other district party to the agreement. Pursuant to Section 33-1402, Idaho Code, whenever the parent or guardian determines it is in the best interest of the student to attend a school in a district they do not reside in they must petition annually to the school district. The parent or guardian is responsible for transportation of the student.

Approval by the Board, pursuant to Section 33-308, Idaho Code, will result in the request being forwarded to the electors in both school districts. If the electors

approve the proposed change, the boundary change will take effect. If the electors do not approve the change, the school district boundaries will not be amended.

Board staff do not recommend the request for annexation and excision be considered under Section 33-307, Idaho Code. The hearing officer's recommendation does not include findings of fact, but does recommend approval based on information provided by the districts addressing the debt ratio and the best interests of the children.

BOARD ACTION

I move to approve the petition for excision and annexation of property between Lakeland School District 272 and Coeur d'Alene School District 271 and to approve the proposal be submitted to the electors for consideration pursuant to Section 33-308, Idaho Code.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to reject the recommendation of the hearing officer and to deny the petition for excision and annexation of property between Lakeland School District 272 and Coeur d'Alene School District 271.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STRATTON LAND SERVICES, INC.
8068 W. MAIN ST. UNIT 1
RATHDRUM, ID 83858
rob@strattonls.com
PHONE: (208) 687-2854
(888) 687-2854
www.strattonls.com
SURVEYING & ENGINEERING

9 March 2022

Lakeland School District #272 overall boundary description after current proposed annexations

Beginning at the SW corner of section 25, T51N, R6W;
Thence north along the Idaho-Washington State line 17 miles to the NW corner of section 1, T53N, R6W;
Thence east approximately 7 1/2 miles to the southwest corner of the southeast quarter of section 31, T54N, R4W;
Thence northerly 1/8 mile to the northwest corner of the south half of the south half of the southeast quarter of said section;
Thence east along the north line of said south half approximately 1/2 mile to Highway 41;
Thence northerly along Highway 41 approximately 3/4 mile to the intersection with Spirit Lake Cutoff Road;
Thence northeasterly along Spirit Lake Cutoff Road approximately 1/4 mile to the north line of said section 31;
Thence east approximately 1/16 miles to the northeast corner of said section 31;
Thence north 1/2 mile to the southeast corner of the northeast quarter of section 30, T54N, R4W;
Thence west 1/2 mile to the southwest corner of said northeast quarter;
Thence north 3/8 mile to the southwest corner of the north half of the north half of said northeast quarter;
Thence east 1/2 mile to the southeast corner of said north half of the north half of the northeast quarter;
Thence south 1/16 mile to the northwest corner of the the south 1/2 of the south 1/2 of the northwest 1/4 of the northwest 1/4 of section 29, T54N, R4W;
Thence east 1/4 mile to the northeast corner of said south 1/2 of the south 1/2 of the northwest 1/4 of the northwest 1/4;
Thence south 1/16 mile to the northwest corner of southeast quarter of the northwest quarter of said section;
Thence east 1/2 mile to the northeast corner of the southwest quarter of the northeast quarter of said section;
Thence south 1/8 mile to the northwest corner of the south half of the southeast quarter of the northeast quarter of said section;
Thence east 1/4 mile to the northeast corner of said south half of the southeast quarter of the northeast quarter;

Thence south 1 5/8 miles to the southeast corner of section 32, T54N, R4W;
Thence east approximately 5 1/2 miles along the Kootenai-Bonner County line to the SW corner of the SE 1/4 of section 32, T54N, R3W;
Thence north 1/2 mile to the center of said section 32, T54N, R3W;
Thence east 1/2 mile to the NE corner of the SE 1/4 of section 32, T54N, R3W;
Thence south to the SE corner of said section 32, T54N, R3W;
Thence 4 miles east to the NE corner of section 1, T53N, R3W;
Thence north 1 mile on the County line to the NW corner of section 31, T54N, R2W;
Thence east 6 miles on the County line to the NE corner of section 36, T54N, R2W;
Thence south 7 miles on the County line to the SW corner of section 31, T53N, R1W;
Thence east 8 1/4 miles to the NE corner of Kootenai County, said point being on the north line of the NW 1/4 of section 3, T53N, R1E;
Thence south 6 miles on the County line to the township line between 51N and 52N, R 1E and the south section line of section 34, T52N, R1E;
Thence west 14 1/4 miles, more or less, along the township line to the SW corner of section 31, T52N, R2W;
Thence north 1 mile to the SE corner of section 25, T52N, R3W;
Thence west along the section line approximately 2 1/2 miles to the point at which Hayden Creek intersects the south boundary of section 27, T52N, R3W;
Thence south along the center thread of Hayden Creek to its mouth;
Thence south along the center of Hayden Lake 7/8 mile, more or less, to the point where the Township line between 51N and 52N intersect the center of Hayden Lake;
Thence west 3 1/3 miles, more or less, to the SW corner of section 31, T52N, R3W;
Thence south ~~1/2~~ 3/4 mile to the ~~SE~~ NE corner of the ~~NE 1/4~~ north half of the southeast quarter of section 1, T51N, R4W;
~~Thence west 1/2 mile to the center of said section 1, T51N, R4W;~~
Thence west 3/8 mile along the south line of said north half of said southeast quarter to the northwesterly corner of Tax #16993 as described in a deed recorded with Kootenai County under Inst. #2780161000;
Thence south 0° 02' 02" east 14.14 feet to the northwest corner of Parcel V as described in a deed recorded with Kootenai County under Inst. #2768694000;
Thence south 90° 00' 00" east 190.4 feet to the northeast corner of said Parcel V;
Thence south 0° 00' 00" east 935 feet to the northwest corner of Parcel VI as described in said Inst. #2768694000, said point also being on the east line of said Parcel V;
Thence south 90° 00' 00" east 96.35 feet to the northeast corner of said Parcel VI;
Thence south 0° 07' 55" east (record south 0° 22' 32" west per said Inst. #2768694000) along the easterly line of said Parcel V and

Parcel VI per said Inst. #2768694000, 227.91 feet to an angle point on said Parcel V;
Thence north 89° 13' 38" east (record north 89° 44' 05" east per said Inst. #2768694000) 256.74 feet to an angle point on said Parcel V;
Thence south 0° 17' 32" east (record south 0° 12' 55" west per said Inst. #2768694000) 115.21 feet to a point on the easterly line of Parcel V per said Inst. #2768694000, said point also being on the northerly right-of-way line of Lancaster Road as described in a deed recorded with Kootenai County under Inst. #2204142000;
Thence along said northerly right-of-way line the following courses: South 89° 59' 02" west (record south 89° 29' 28" east per said Inst. #2204142000) 332.39 feet to the begininning of a 471.50 foot radius tangent curve to the left;
Thence southwesterly along said curve 253.70 feet (chord bears south 74° 34' 10" west 250.65 feet) (record south 75° 05' 40" west per said Inst. #2204142000);
Thence south 59° 09' 16" west (record north 59° 40' 46" east per said Inst. #2204142000) 74.94 feet to a point on said northerly right-of-way line as described in a deed recorded with Kootenai County under Inst. #2316082000;
Thence south 82° 29' 23" west (record south 82° 59' 59" west per said Inst. #2316082000) along said northerly right-of-way line 335.54 feet to the beginning of a 985.00 foot radius non-tangent curve to the right;
Thence southwesterly along said curve 41.59 feet (chord bears south 83° 41' 58" west 41.59 feet) (record south 84° 12' 34" west per said Inst. #2316082000),
Thence leaving said northerly right-of-way north 9° 20' 00" west along the westerly line of Parcel VIII (described as Parcel VI, but located after Parcel VII per said Inst.# 2768694000) 99.32 feet to the northwest corner of said Parcel VIII;
Thence north 88° 18' west along the southerly line of Parcel VII as described per said Inst. #2768694000 for 176.53 feet to a fence corner, said corner being a point on the west line of said southeast quarter and 10 feet north of the southwest corner of said southeast quarter as described in said Inst. #2768694000;
Thence south ~~3/4~~ 1/4 mile, more or less, to the SE corner of north 1/2 of the NW 1/4 of section 12, T51N, R4W;
Thence west 1/2 mile to the east line of section 11, T51N, R4W;
Thence south 1/4 mile to the SE corner of the NE 1/4 of section 11, T51N, R4W;
Thence west 1/2 mile to the center of section 11, T51N, R4W;
Thence south 1/2 mile to the SE corner of the SW 1/4 of section 11, T51N, R4W;
Thence west 1 1/2 miles to the SE corner of section 9, T51N, R4W;
Thence south 1 ~~1/16~~ mile~~s~~ to the NE corner of ~~the south 1/2 of the NE 1/4 of the NE 1/4 of the NE 1/4 of~~ section 21 T51N, R4W;
~~Thence west 1/8 miles to the NW corner of said south 1/2 of the NE 1/4 of the NE 1/4 of the NE 1/4;~~
~~Thence south 1/16 miles to the NE corner of the SW 1/4 of the NE 1/4~~

~~of the NE ¼ said section 21;~~
~~Thence west 1/8 miles to the NW corner of said SW 1/4 of the NE 1/4 of the NE 1/4;~~
~~Thence south 1/8 miles to the SW corner of said SW 1/4 of the NE 1/4 of the NE 1/4;~~
~~Thence east 1/16 miles to the NW corner of the east 1/2 of the NW 1/4 of the SE 1/4 of the NE 1/4 of said section 21;~~
~~Thence south 1/8 miles to the SW corner of said east 1/2 of the NW 1/4 of the SE 1/4 of the NE 1/4;~~
~~Thence east 1/16 miles to the SE corner of said east 1/2 of the NW 1/4 of the SE 1/4 of the NE 1/4;~~
~~Thence north 1/16 miles to the SW corner of the north 1/2 of the NE 1/4 of the SE 1/4 of the NE 1/4 of said section 21;~~
~~Thence east 1/8 miles to the SE corner of said north 1/2 of the NE 1/4 of the SE 1/4 of the NE 1/4;~~
~~Thence south 3/16 miles to the SE corner of the NE 1/4 of section 21, T51N, R4W;~~
Thence west 1 mile to the northwest corner of said section 21;
Thence south 1/2 mile to the southwest corner of the northwest quarter of said section 21;
Thence west ~~3~~ 2 miles to the SW corner of the NW 1/4 of section 19, T51N, R4W;
Thence north 1/2 mile to the SE corner of section 13, T51N, R5W;
Thence west 4 1/2 miles to the NW corner of the NE 1/4 of section 20, T51N, R5W;
Thence south 1/2 mile to the center of section 20, T51N, R5W;
Thence west 1/2 mile to the NE corner of the SE 1/4, section 19, T51N, R5W;
Thence south 1 1/2 miles to the SE corner of section 30, T51N, R5W;
Thence west 2 miles to the point of beginning;

Note: Survey stamp/signature is valid for underlined additions and strike through text only. The remainder of this document was provided by others.

STRATTON LAND SERVICES, INC.
8068 W. MAIN ST. UNIT 1
RATHDRUM, ID 83858
rob@strattonls.com
PHONE: (208) 687-2854
(888) 687-2854
www.strattonls.com
SURVEYING & ENGINEERING

9 March 2022

Lakeland School District #272 overall boundary description as edited prior to current annexations

Beginning at the SW corner of section 25, T51N, R6W;
Thence north along the Idaho-Washington State line 17 miles to the NW corner of section 1, T53N, R6W ~~on the Idaho-Washington State line;~~
Thence east approximately 7 1/2 miles to the ~~center~~ southwest corner of the southeast quarter of section 31, ~~T51N~~ T54N, R4W;
~~Thence north to include all of those parcels of land located in the east 1/2 of section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the south 1/2 of the south 1/2 of the SE corner of section 31, T51N , R4W;~~
Thence northerly 1/8 mile to the northwest corner of the south half of the south half of the southeast quarter of said section;
Thence east along the north line of said south half approximately 1/2 mile to Highway 41;
Thence northerly along Highway 41 approximately 3/4 mile to the intersection with Spirit Lake Cutoff Road;
Thence northeasterly along Spirit Lake Cutoff Road approximately 1/4 mile to the north line of said section 31;
Thence east approximately 1/16 miles to the northeast corner of said section 31;
~~Thence north to include all those parcels of land located in the NE 1/4 of section 30, T51N , R4W, except the north 1/2 of the north 1/2 of said NE corner;~~
Thence north 1/2 mile to the southeast corner of the northeast quarter of section 30, T54N, R4W;
Thence west 1/2 mile to the southwest corner of said northeast quarter;
Thence north 3/8 mile to the southwest corner of the north half of the north half of said northeast quarter;
Thence east 1/2 mile to the southeast corner of said north half of the north half of the northeast quarter;
~~Thence east to include all those parcels of land located in section 29, T51N, R4W described as follows;~~
~~the south 1/2 and the south 1/2 of the SE 1/4 of the NE 1/4,~~
~~the SW 1/4 of the NE 1/4,~~
~~the south 1/2 of the NW 1/4 and the south 1/2 of the south 1/2 of the NW 1/4 of the NW 1/4;~~
Thence south 1/16 mile to the northwest corner of the the south 1/2 of the south 1/2 of the northwest 1/4 of the northwest 1/4 of section 29, T54N, R4W;
Thence east 1/4 mile to the northeast corner of said south 1/2 of the

south 1/2 of the northwest 1/4 of the northwest 1/4;
Thence south 1/16 mile to the northwest corner of southeast quarter of the northwest quarter of said section;
Thence east 1/2 mile to the northeast corner of the southwest quarter of the northeast quarter of said section;
Thence south 1/8 mile to the northwest corner of the south half of the southeast quarter of the northeast quarter of said section;
Thence east 1/4 mile to the northeast corner of said south half of the southeast quarter of the northeast quarter;
Thence south 1 5/8 miles to the southeast corner of section 32, T54N, R4W;
~~Thence south to include all those parcels lying within section 32, T51N, R4W;~~
Thence east approximately 5 1/2 miles along the Kootenai-Bonner County line to the SW corner of the SE 1/4 of section 32, T54N, R3W;
Thence north 1/2 mile to the center of said section 32, T54N, R3W;
Thence east 1/2 mile to the NE corner of the SE 1/4 of section 32, T 54N, R3W;
Thence south to the SE corner of said section 32, T54N, R3W;
Thence 4 miles east to the NE corner of section 1, T53N, R3W;
Thence north 1 mile on the County line to the NW corner of section 31, T54N, R2W;
Thence east 6 miles on the County line to the NE corner of section 36, T54N, R2W;
Thence south 7 miles on the County line to the ~~SE~~ SW corner of section ~~36~~ 31, T53N, ~~R2W~~ R1W;
Thence east 8 1/4 miles to the NE corner of Kootenai County, said point being on the north line of ~~a point on~~ the NW 1/4 of section 3, T53N, R1E;
Thence south 6 miles on the County line to the township line between 51N and 52N, R 1E and the south section line of section 34, T52N, ~~R1W~~ R1E;
Thence west 14 1/4 miles, more or less, along the township~~s~~ line~~s~~ to the SW corner of section 31, T52N, R2W;
Thence north 1 mile to the SE corner of section 25, T52N, R3W;
Thence west along the section line approximately 2 1/2 miles to the point at which Hayden Creek intersects the south boundary of section 27, T52N, R3W;
Thence south along the center thread of Hayden Creek to its mouth;
Thence south along the center of Hayden Lake 7/8 mile, more or less, to the point where the Township line between 51N and 52N intersect the center of Hayden Lake;
Thence west 3 1/3 miles, more or less, to the SW corner of section 31, T52N, R3W;
Thence south 1/2 mile to the SE corner of the NE 1/4 of section 1, T51N, R4W;
Thence west 1/2 mile to the center of said section 1, T51N, R4W;
Thence south 3/4 mile, more or less, to the SE corner of north 1/2 of the NW 1/4 of section 12, T51N, R4W;
Thence west 1/2 mile to the east line of section 11, T51N, R4W;
Thence south 1/4 mile to the SE corner of the NE 1/4 of section 11, T51N, R4W;
Thence west 1/2 mile to the center of section 11, T51N, R4W;

Thence south 1/2 mile to the SE corner of the SW 1/4 of section 11, T51N, R4W;
Thence west 1 1/2 miles to the SE corner of section 9, T51N, R4W;
Thence south 1 1/16 miles to the NE corner of the south 1/2 of the NE 1/4 of the NE 1/4 of the NE 1/4 of section 21 T51N, R4W;
Thence west 1/8 miles to the NW corner of said south 1/2 of the NE 1/4 of the NE 1/4 of the NE 1/4;
Thence south 1/16 miles to the NE corner of the SW 1/4 of the NE 1/4 of the NE ¼ said section 21;
~~Thence south 1/16 miles;~~
Thence west 1/8 miles to the NW corner of said SW 1/4 of the NE 1/4 of the NE 1/4;
Thence south 1/8 miles to the SW corner of said SW 1/4 of the NE 1/4 of the NE 1/4;
Thence east 1/16 miles to the NW corner of the east 1/2 of the NW 1/4 of the SE 1/4 of the NE 1/4 of said section 21;
Thence south 1/8 miles to the SW corner of said east 1/2 of the NW 1/4 of the SE 1/4 of the NE 1/4;
Thence east 1/16 miles to the SE corner of said east 1/2 of the NW 1/4 of the SE 1/4 of the NE 1/4;
Thence north 1/16 miles to the SW corner of the north 1/2 of the NE 1/4 of the SE 1/4 of the NE 1/4 of said section 21;
Thence east 1/8 miles to the ~~east line of section 21~~ SE corner of said north 1/2 of the NE 1/4 of the SE 1/4 of the NE 1/4;
Thence south 3/16 miles to the SE corner of the NE 1/4 of section 21, T51N, R4W;
Thence west 3 miles to the SW corner of the NW 1/4 of section 19, T51N, R4W;
Thence north 1/2 mile to the SE corner of section 13, T51N, R5W;
Thence west 4 1/2 miles to the NW corner of the NE 1/4 of section 20, T51N, R5W;
Thence south 1/2 mile to the center of section 20, T51N, R5W;
Thence west 1/2 mile to the NE corner of the SE 1/4, section 19, T51N, R5W;
Thence south 1 1/2 miles to the SE corner of section 30, T51N, R5W;
Thence west 2 miles to the point of beginning;

This overall description of the Lakeland School District has been updated by Stratton Land Services from a 2/2015 rendition to reflect annexations since it's preparation and to fix fundamental flaws within the record description using the Kootenai County and Bonner County GIS information. Changes to the provided description are indicated by underline and strike out.

**ALTERATION TO LEGAL BOUNDARY FOR
COEUR D'ALENE SCHOOL DISTRICT #271
AND
LAKELAND JOINT SCHOOL DISTRICT #272**

WHEREAS, the Lakeland Joint School District #272 ("Lakeland") and the Coeur d'Alene School District #271 ("Coeur d'Alene") have a shared school district boundary (see **Exhibit 1** for existing boundaries and proposed boundary maps);

WHEREAS, Lakeland and Coeur d'Alene have engaged in discussions to set a shared boundary that will facilitate the long-term growth of both districts for the foreseeable future;

WHEREAS, prior direction from the Idaho State Board of Education has included direction to avoid piecemeal boundary changes and to engage in long-term planning decisions with respect to local districts' shared boundaries;

WHEREAS, consistent with this direction, in 2018 the Coeur d'Alene and Post Falls school districts developed a shared boundary that was approved by the State Board of Education on July 10, 2018, pursuant to the authority vested in Idaho Code § 33-307 (see **Exhibit 2);**

WHEREAS, Lakeland and Coeur d'Alene desire to extend this previously approved boundary along Huetter Road and to include a major development entirely within the Lakeland Joint School District as demonstrated on the map attached as Exhibit 1;

WHEREAS, these proposed changes create a clear and consistent boundary between the Lakeland and Coeur d'Alene districts that will be easily understood by patrons and district personnel and avoid the harmful impacts advised against by the State Board of Education;

WHEREAS, the vast majority of this proposed area is undeveloped farmland and not appropriate for consideration under Idaho Code § 33-308;

WHEREAS, the districts sent the attached letter to each property owner lying within the proposed boundary-change area (see **Exhibit 3**);

WHEREAS, a duly noticed joint workshop with the Lakeland and Coeur d'Alene Boards of Trustees was held on May 18, 2021, where members of the public were invited to learn about the proposal and provide their input;

WHEREAS, a copy of the minutes from the joint workshop is attached as **Exhibit 4**;

WHEREAS, said workshop was filmed and is available for view at https://www.youtube.com/watch?v=meuzQNfJ9p8;

WHEREAS, although no patrons attended the workshop, one written comment was received and expressed support for the proposed boundary change (see **Exhibit 5**);

WHEREAS, only three (3) children currently live within the area proposed for this long-term boundary change (three (3) in the Lakeland district and zero (0) living in the Coeur d'Alene district), all of whom have been offered grandfathered attendance rights at the district in which they are currently enrolled;

WHEREAS, the districts have examined their bonded indebtedness and determined that the proposed boundary change would not leave either district in excess of the limit prescribed by law (see **Exhibit 6**);

WHEREAS, on 9.13.21 the Coeur d'Alene Board of Trustees voted in favor of the proposed boundary change having found that the proposed change is in the best interests of the children residing in the impacted area and will be in the best interests of the children who will reside in the area in the future;

WHEREAS, on 9.23.21 the Lakeland Board of Trustees voted in favor of the proposed boundary change having found the proposed change is in the best interests of the children residing in the impacted area and will be in the best interests of the children who will reside in the area in the future;

WHEREAS, because the area in question is predominantly undeveloped farmland that is not contemplated for boundary changes under Idaho Code § 33-308, and in light of the prior recommendations that local school districts engage in long-term planning decisions, the districts are jointly requesting that the State Board approve the proposed boundary change under Idaho Code § 33-307; and

NOW, THEREFORE, in light of the foregoing recitals and pursuant to the authority granted under Idaho Code § 33-307, the districts ask the State Board to order that:

1. The boundary of the Lakeland Joint School District #272 be altered as follows;

   See Exhibit 7.

2. The boundary of the Coeur d'Alene School District #271 be altered as follows;

   See Exhibit 8.

3. The Superintendent of Public Instruction be requested to make the appropriate order to alter said boundaries; and

4. The Board of Trustees of the Lakeland Joint School District #272 and the Board of Trustees of the Coeur d'Alene School District #271 shall notify the Idaho State Tax Commission and the Kootenai County Assessor and the Kootenai County Recorder, in accordance with the provisions of Idaho Code § 63-215.

DATED this 23 day of September, 2021

Board Chair, Coeur d'Alene School District #271

Board Chair, Lakeland Joint School District #272

Superintendent, Coeur d'Alene School District #271

Superintendent, Lakeland Joint School District #272

Kootenai County Zoning District Map

451 N Government Way, Coeur d'Alene Idaho, 83815
(208) 446-1000 (Information)

#271 Coeur d' Alene
#272 Lakeland
#273 Post Falls
#274 Kootenai
#391-J Shoshone
#44 Worley/Plummer

Kootenai County Planning & Zoning Office

PO Box 9000
451 N Government Way
Coeur d' Alene, ID 83814-9000
email: kcmap@co.kootenai.id.us
www.co.kootenai.id.us

Prepared for: Public
Prepared by: KCGIS
Issue Date: 01-06-2020
Project Filename: School_Districts.mxd
Plot File: School_Districts.pdf

0 1.25 2.5 5 7.5 10 Miles

INTERSTATE
U.S. HIGHWAY
STATE HIGHWAY
LOCAL ROAD
SEASONAL ROAD
Rail Roads
Lakes

This map is to be used for reference purposes only.
Kootenai County is not responsible for an inaccuracies contained herin.

LAKE CITY LAW

435 W. HANLEY AVE. SUITE #101 | COEUR D'ALENE, ID 83815
TEL: 208.664.8115 | FAX: 208.664.6338

Peter C. Erbland |
Partner
perbland@LCLattorneys.com

June 30, 2022

Sent Via nhui@sde.idaho.gov

Natalie Hui, Management Assistant
Idaho State Department of Education
650 West State Street
Boise, ID 83702

Re: Joint Petition for Alteration to Legal Boundary for Coeur d' Alene School District No. 271 and Lakeland Joint School District No. 272

Dear Ms. Hui:

On June 1, 2022, the Idaho State Department of Education ("SDE") and I entered into an agreement to act as a Hearing Officer concerning the above-entitled Petition pursuant to Idaho Code § 33-308 and the applicable IDAPA regulations. Since then, I have received and reviewed the Joint Petition and the exhibits that were included. I have also had a conversation with Jeff Voeller, Director of Operations for the Coeur d' Alene School District, as well as a message from legal counsel, Megan O'Dowd. Additionally, you and I had a conference with Peter McPherson on June 28, 2022. As a result of that conversation, I agreed to provide my recommendation to SDE on how to proceed on the Joint Petition. This recommendation arises out of my understanding and conclusion that the Joint Petition does not implicate Idaho Code § 33-308, but is instead, submitted pursuant to Idaho Code § 33-307.

COMPARISON OF IDAHO CODE §§ 33-307 AND 33-308

Idaho Code § 33-307, entitled: *Correcting or Altering School District Boundaries*. The relevant portions of that statute for our purposes are as follows:

> 33-307. CORRECTING OR ALTERING SCHOOL DISTRICT BOUNDARIES. (1) Whenever the state board of education shall find that school district boundaries should be corrected or altered, because of error in the legal description of the boundaries of any school district, or for any other reason, including, but not limited to:
>
> . . .

> . . .then the superintendent of public instruction shall make an appropriate order . . . altering the boundaries of the districts, in such manner as, in his judgment, is just and proper. (Emphasis added.)

Idaho Code § 33-307 does not require a hearing or an election. Instead, it provides that a copy of any such order shall be sent by the state department of education to the board of trustees of any school district affected by the order, which shall notify the state tax commission and the county assessor and county recorder in accordance with the provisions of § 63-215, Idaho Code.

Idaho Code § 33-308, entitled: *Excision and Annexation of Territory* contemplates the excision from one district and annexation to another contiguous district. The rules promulgated under that statute require the appointment of a hearing officer to review the request and apply certain criteria, and to hold a hearing with notice and opportunity to be heard. The hearing officer makes findings and a recommendation to the SDE for a decision. *See* IDAPA 08.02.01.050.

THE JOINT PETITION AND EXHIBITS

A review of the Joint Petition and exhibits included with it show that this matter is more appropriately governed by Idaho Code § 33-307. As shown by the Petition, the Lakeland Joint School District No. 272 ("Lakeland") and the Coeur d' Alene School District No. 271 ("Coeur d' Alene") have shared a school district boundary and engaged in discussions to set a shared boundary that would facilitate the long-term growth of both districts for the foreseeable future. After study and holding a joint meeting of the trustees of both districts, a Petition was prepared and submitted to extend the boundary along Heutter Road and to include a major development entirely within the Lakeland Joint School District as demonstrated in the included maps. The Petition notes that the vast majority of the proposed area is undeveloped farmland and not appropriate for consideration under Idaho Code § 33-308.

The Joint Petitioners sent letters advising of this plan to each property owner lying within the proposed boundary change area and held a workshop with both boards of trustees. While no patrons attended the workshop, one written comment was received and expressed support for the boundary change.

The Petition notes that only three children currently live within the area proposed for the boundary change in the Lakeland District and zero living in the Coeur d' Alene District, all of whom have been offered grandfathered attendance rights at the District in which they are currently enrolled.

The Districts also examined their bonded indebtedness and received documented opinions from Piper/Sandler that the proposal will have no material impact on the debt capacity of either school district, and will not result in either school district's existing outstanding debt being above the debt capacity limitations that are specified in Idaho Code § 33-1103.

The trustees of both boards of the Coeur d' Alene and Lakeland Districts voted in favor of the proposed boundary change and found that the proposed changes are in the best interests of the children residing in the impacted areas and will be in the best interests of the children who will reside in the areas in the future.

RECOMMENDATION

Based on all of the foregoing, it is my recommendation that the Joint Petition be approved by the state board of education and that the superintendent of public instruction make an appropriate order altering the boundaries of the districts as proposed in the Joint Petition. I note that the legal descriptions for the school district boundaries for both Lakeland and Coeur d' Alene are included as Exhibits 7 and 8 to the Joint Petition. I also note that an appropriate form for an order to be issued by the superintendent of public instruction was included as Exhibit 2 to the Joint Petition based upon a previous petition for a boundary adjustment between the Coeur d' Alene School District No. 271 and Post Falls School District No. 273.

If I may be of further assistance in this matter, please do not hesitate to contact me.

Very truly yours,

LAKE CITY LAW GROUP PLLC

Peter C. Erbland

cc: Peter McPherson

PIPER | SANDLER

101 SOUTH CAPITOL BLVD, SUITE 603
BOISE, ID 83702
P 208 344-8577
Piper Sandler & Co.
Since 1895. Member SIPC and NYSE.

Date: November 9, 2021

To: Brian Wallace, Chief of Finance and Operations, Lakeland School Joint SD No. 272
Katie Ebner, Director of Finance, Coeur d'Alene SD No. 271
Jeff Voeller, Director of Operations, Coeur d'Alene SD No. 271

From: Eric Heringer, Managing Director, Piper Sandler

Regarding: Proposed Land Exchange (SD 271 & SD 272)

Piper Sandler has been asked to review the impact that a proposed land exchange between your respective school districts will have on the legal debt capacity of each district. Debt capacity calculations for Idaho school districts are based on Full Market Value (rather than taxable market value). Our understanding is that $865,787 of Full Market Value will be transferred from SD 271 to SD 272 and that $11,883,989 of Full Market Value will be transferred from SD 272 to SD 271. The net gain to SD 271 is $11,018,202 which would result in a .069% increase in SD 271 Full Market Value. The net loss of $11,018,202 of Full Market Value to SD 272 represents a 0.21% reduction in SD 272 Full Market Value. As illustrated in the charts below, the proposed land transfer has no material impact on the debt capacity of either school district and will not result in either school district's existing outstanding debt being above the debt capacity limitations that are specified in Section 33-1103, Idaho Code. SD 271 total debt capacity will increase by $550,910 (0.069% increase) and SD 272 total debt capacity will decrease by $550,910 (0.210% decrease). The amount of outstanding debt listed is as of 6/30/2021.

Current Debt Capacity Calculation (BEFORE)	
December Full Value - 2020 (FY2021)	14,890,279,157
Plus Urban Renewal Value	998,941,228
	15,889,220,385
	5.00%
Total Debt Capacity	794,461,019
Less: Principal Outstanding	41,100,000
Plus: Adjustments- Principal Due 2021	3,195,000
Remaining Debt Capacity	**756,556,019**

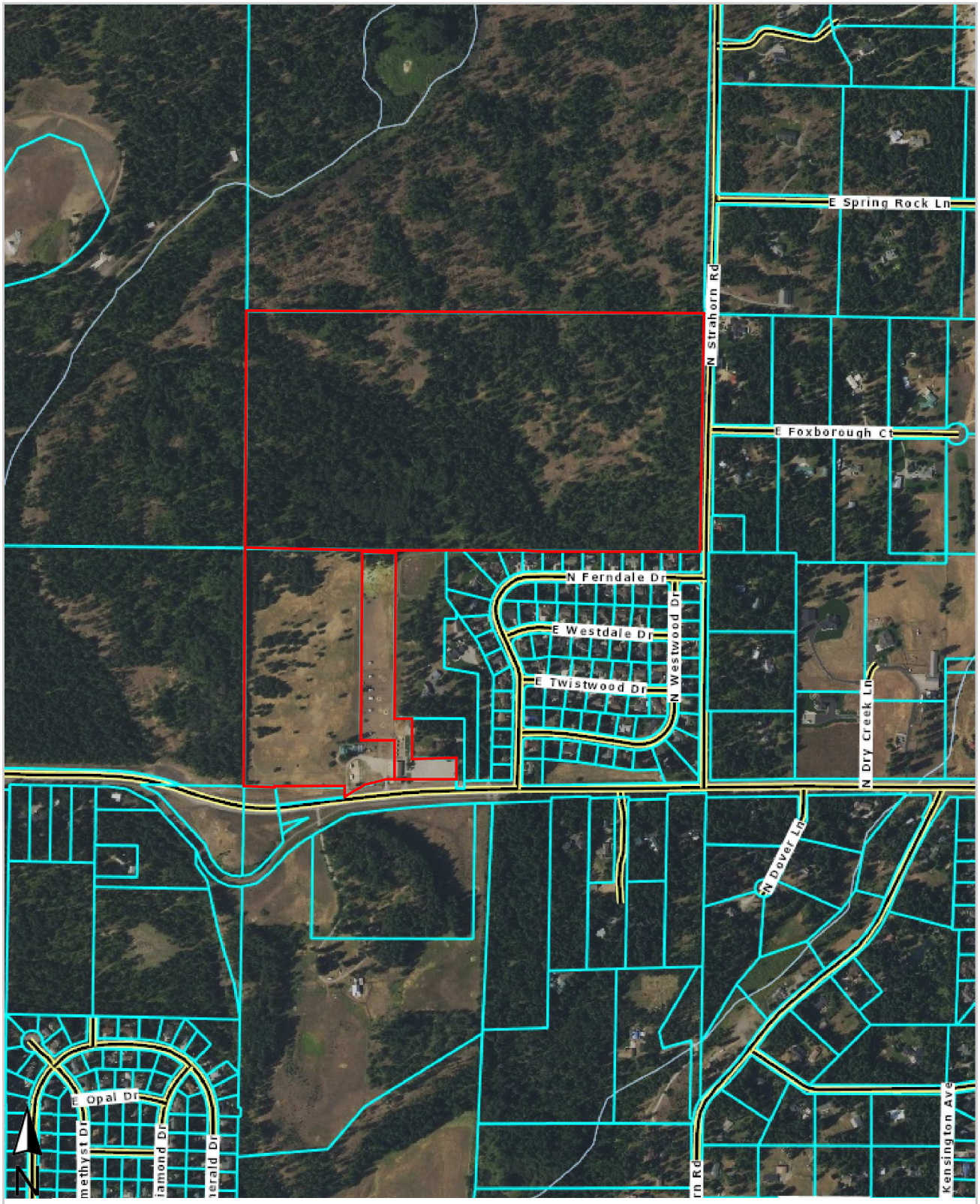
Debt Capacity Calculation following land transfer (AFTER)	
December Full Value - 2020 (FY2021)	14,901,297,359
Plus Urban Renewal Value	998,941,228
	15,900,238,587
	5.00%
Total Debt Capacity	795,011,929
Less: Principal Outstanding	41,100,000
Plus: Adjustments- Principal Due 2021	3,195,000
Remaining Debt Capacity	**757,106,929**

Lakeland School District No. 272

Current Debt Capacity Calculation (BEFORE)	
December Full Value - 2020 (FY2021)	5,188,390,736
Plus Urban Renewal Value	59,510,701
	5,247,901,437
	5.00%
Total Debt Capacity	262,395,072
Less: Principal Outstanding	5,130,000
Plus: Adjustments- Principal Due 2021	1,315,000
Remaining Debt Capacity	**258,580,072**

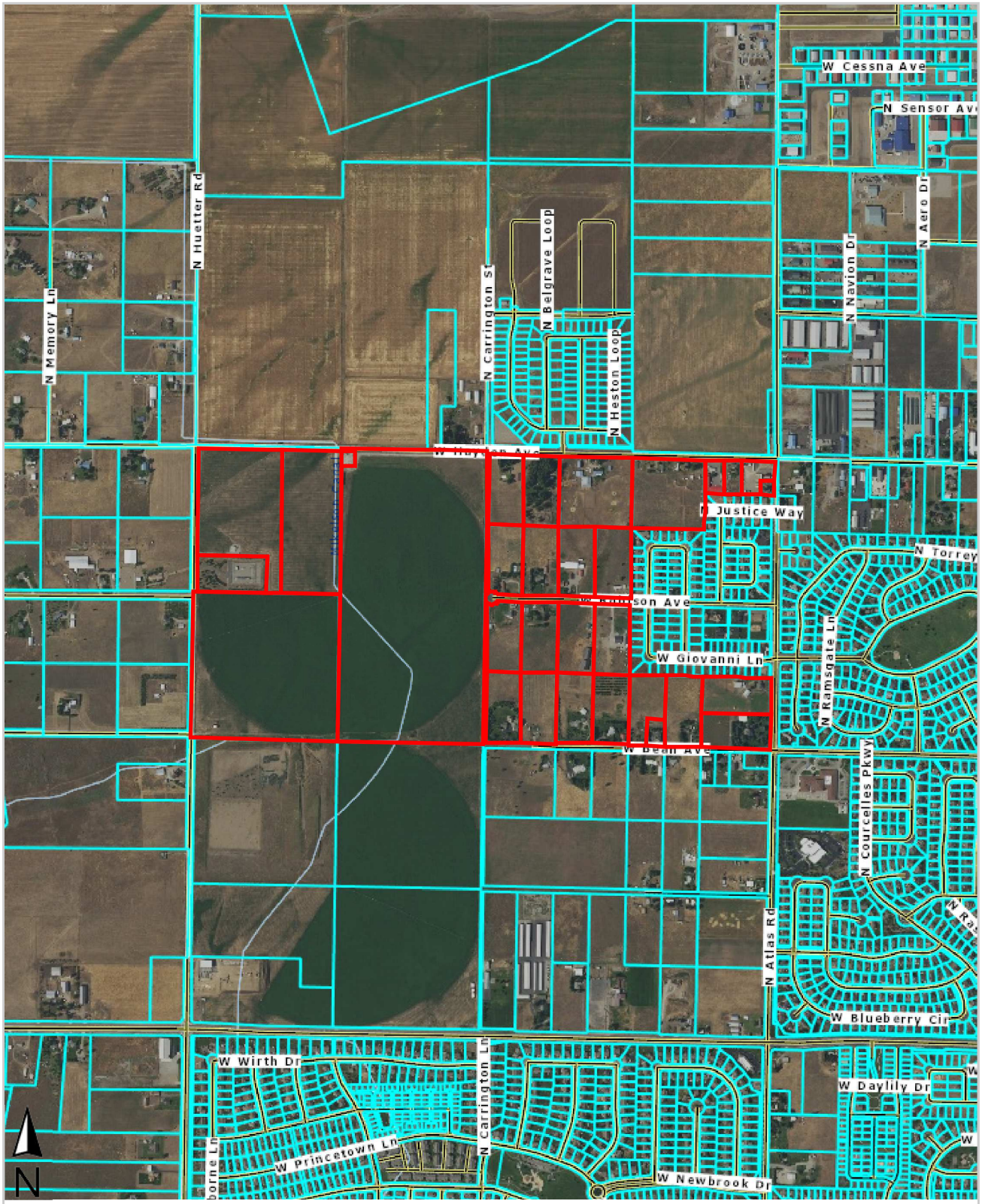
Debt Capacity Calculation following land transfer (AFTER)	
December Full Value - 2020 (FY2021)	5,177,372,534
Plus Urban Renewal Value	59,510,701
	5,236,883,235
	5.00%
Total Debt Capacity	261,844,162
Less: Principal Outstanding	5,130,000
Plus: Adjustments- Principal Due 2021	1,315,000
Remaining Debt Capacity	**258,029,162**

EXHIBIT 1



KOOTENAI TITLE
MAKE A REQUEST FOR THE BEST
1450 Northwest Blvd Ste 200 Coeur d'Alene, ID 83814
Phone: (208)667-9431 Fax: (208)208-666-0410

his map/pla is being fur ished as a aid in locating the her in described land in relation to adjoining str e s, natural boundaries and other land, and is not a survey of the land depicted. Except to the extent a policy of titl i surance is expressly modified by ndorsement, if any, the company does not insure dimensions, distances, location of easements, acreage or other matters shown hereon.



KOOTENAI TITLE
MAKE A REQUEST FOR THE BEST
1450 Northwest Blvd Ste 200 Coeur d'Alene, ID 83814
Phone: (208)667-9431 Fax: (208)208-666-0410

This map/plat is being furnished as an aid in locating the herein described land in relation to adjoining streets, natural boundaries and other land, and is not a survey of the land depicted. Except to the extent a policy of title insurance is expressly modified by endorsement, if any, the company does not insure dimensions, distances, location of easements, acreage or other matters shown thereon.

EXHIBIT A

EXHIBIT A

STRATTON LAND SERVICES, INC.
8068 W. MAIN ST. UNIT 1
RATHDRUM, ID 83858
rob@strattonls.com
PHONE: (208) 687-2854
(888) 687-2854
www.strattonls.com
SURVEYING & ENGINEERING

8 May 2018

Project 17019
Area 1
To be annexed to District #273 and
To be excised from District #271

A parcel of land located in sections 4, 5 and 8, township 50 north, range 4 west of the Boise Meridian, Kootenai County, Idaho, being more particularly described as:

Beginning at the northeast corner of said section 5;
Thence southerly along the east line of said section 2460 feet, more or less, to the beginning of a 1909.86 foot radius tangent curve to the left for the centerline of Huetter Rd. as depicted on ITD plan I-IG-90-1(48)5 pg 56 of 62;
Thence southeasterly along said curve and said centerline 243.89 feet;
Thence south 7° 21' 18" east (ITD bearings) along said centerline 485.25 feet to the beginning of a 572.96 foot radius tangent curve to the left for the centerline of Huetter Rd. as depicted on the 'Right-Of-Way Plan Seltice Way And Huetter Rd. Intersection Realignment' by Ruen-Yeager for Post Falls Highway District dated Jan. 1991 pg 3 of 10;
Thence along said centerline the following courses:
Southeasterly along said curve 151.12 feet to the beginning of a 600.00 foot radius tangent curve to the right;
Thence southerly along said curve 442.74 feet;
Thence south 19° 48' 38" west (Ruen-Yeager bearings) 270.36 feet to the beginning of a 600.00 foot radius tangent curve to the left;
Thence southwesterly along said curve 206.57 feet to a point on a line parallel with and 6.30 feet easterly of the west line of said section 4;
Thence south 0° 05' 06" west along said parallel line 1186 feet, more or less, to the northerly right-of-way line of Maplewood Avenue as determined on the plat of Edgewater at Mill River recorded in book 'J' of plats at page 60, records of Kootenai County, Idaho;
Thence leaving said centerline westerly along said northerly right-of-way line 505 feet, more or less, to a point on the extended west line of said plat;
Thence southerly along said west line and said line extended to the

EXHIBIT A

center thread of the Spokane River;
Thence westerly along said center thread to the intersection with the north-south center line of said section 8;
Thence northerly along said north-south centerline to the northwest corner of the northeast quarter of said section 8;
Thence northerly along the north-south centerline of said section 5 for 5280 feet, more or less, to the northwest corner of the northeast quarter of said section 5;
Thence easterly along the north line of said section 2640 feet, more or less, to the said point of beginning.

Area 1: Annexed/Excised: page 2

EXHIBIT A

STRATTON LAND SERVICES, INC.
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rob@strattonls.com
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(888) 687-2854
www.strattonls.com
SURVEYING & ENGINEERING

8 May 2018

Project 17019
Area 2
To be annexed to District #271 and
To be excised from District #273

The southwest quarter of section 28 and the west half of section 33, all in township 51 north, range 4 west of the Boise Meridian, Kootenai County, Idaho.

EXHIBIT A

STRATTON LAND SERVICES, INC.
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(888) 687-2854
www.strattonls.com
SURVEYING & ENGINEERING

8 May 2018

Project 17019
Area 3
To be annexed to District #271 and
To be excised from District #273

The southwest quarter of section 21, township 51 north, range 4 west of the Boise Meridian, Kootenai County, Idaho.

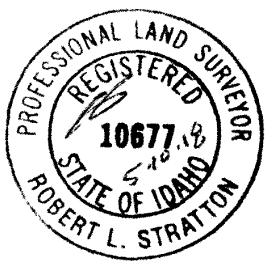


EXHIBIT A

STRATTON LAND SERVICES, INC.
8068 W. MAIN ST. UNIT 1 PHONE: (208) 687-2854
RATHDRUM, ID 83858 (888) 687-2854
rob@strattonls.com www.strattonls.com
SURVEYING & ENGINEERING

16 July 2018

17019
Coeur d'Alene School District #271
Overall boundary after proposed annexations/excisions

Beginning at the ~~north ¼ corner of Sec. 5, Twp. 50 N, R 4 W BM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 1½ miles to the center of Sec. 28, Twp. 51 N, R 4 W BM: thence west approximately ½ mile to the west ¼ corner of Sec. 28, said township and range; thence north approximately ½ mile to the SW corner of Sec. 21, said township and range; thence east approximately ½ mile to the south ¼ corner of Sec. 21, said township and range; thence north 1/2 mile to the center~~ west ¼ corner of Sec. 21, Twp., 51 N, R 4 WBM; thence east approximately ~~½~~ 1 mile to the east ¼ corner of Sec. 21, said township and range; thence North approximately 3/16 mile to the SE corner of the north ½ of the NE ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/8 mile to the SW corner of said north ½ of the NE ¼ of the SE ¼ of the NE ¼ of said sec. 21 ; Thence south 1/16 mile to the SE corner of the east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/16 mile to the SW corner of said east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence north 1/8 mile to the NW corner of said east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/16 mile to the SW corner of the SW ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence north 1/8 mile to the NW corner of said SW ¼ of the NE ¼ of the NE ¼ of sec. 21; Thence east 1/8 mile to the NE corner of said SW ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence north 1/16 mile to the NW corner of the south ½ of the NE ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence east 1/8 mile to the NE corner of said south ½ of the NE ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence north 1 1/16 miles to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW comer of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14 ¼ miles, more or less, to the Shoshone County line; thence south 5 miles,

EXHIBIT A

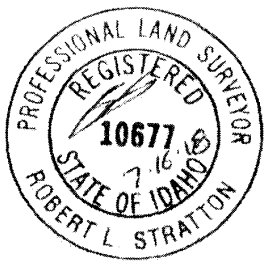
more or less, along the Kootenai-Shoshone County line to the SE comer of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R I WBM; thence west approximately ½ mile to the NW comer of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1 ½ miles to the center of Sec. 17, said township and range; thence north approximately 1 ½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1 1/2 miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE comer of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2 ½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east ~~1½~~ 2 miles, more or less, along the center thread of the Spokane River to a point where the river intersects the ~~north-south center line of~~ extended west boundary line of the plat of Edgewater at Mill River recorded in book 'J' of plats at page 60, records of Kootenai County, Idaho in Sec. 8, Twp. 50 N, R 4 WBM; thence north ~~1 ½ miles, more or less~~ along said west boundary line and said west line extended to the intersection with the northerly right-of-way line of Maplewood Avenue as determined on said plat; thence easterly along said northerly right-of-way line of Maplewood Avenue to the east line of section 8; thence continuing along said right-of-way line 6.30 feet to the centerline of Huetter Rd. as depicted on the 'Right-Of-Way Plan Seltice Way And Huetter Rd. Intersection Realignment' by Ruen-Yeager for Post Falls Highway District dated Jan. 1991 pg 3 of 10; Thence along said centerline the following courses: north 0° 05' 06" east 1186.43 feet to the beginning of a 600.00 foot radius tangent curve to the right; thence northeasterly along said curve 206.57 feet; thence north 19° 48' 38" east (Ruen-Yeager bearings) 270.36 feet to the beginning of a 600.00 foot radius tangent curve to the left; thence northeasterly along said curve 442.74 feet to the beginning of a 572.96 foot radius tangent curve to the right; thence northeasterly along said curve 151.12 feet; thence leaving said centerline north 7° 21' 18" west along the centerline of Huetter Rd. as depicted on ITD plan I-IG-90-1(48)5

CDASD #271: Overall boundary after Annexations/Excisions: page 2

EXHIBIT A

pg 56 of 62 for 485.25 feet to the beginning of a 1909.86 foot radius tangent curve to the right; thence northwesterly along said curve and said centerline 243.89 feet to a point on the east line of said section 5; thence northerly along said east line 2460 feet, more or less, to the northeast corner of said section; thence northerly 2 ½ miles, more or less, to the point of beginning.

Note: survey stamp/ signature is valid for underlined additions and strike through text only. The remainder of this document was provided by others.



CDASD #271: Overall boundary after Annexations/Excisions: page 3

EXHIBIT A

STRATTON LAND SERVICES, INC.
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RATHDRUM, ID 83858
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(888) 687-2854
www.strattonls.com
SURVEYING & ENGINEERING

16 July 2018

17019
Post Falls School District #273
Overall boundary after proposed annexations/excisions

Beginning at the NW corner of the NE ¼ of Section 20 T51N R5W and going east to the NE corner of section 24 T51N R5W, then south to the NE corner of the S ½ of said section, then east to the ~~NE~~ NW corner of the SW ¼ of Section 21 T51N R4W, then south ~~to the NE corner of the W ½ of section 28 T51N R4W, then west to the NW corner of said section, then north to the NW corner of the s ½ of said section, then east to the NE corner of the SW ¼ of said section, then south to the SE corner of the W ½ of Section 33 T51N R4W, then west to the NE corner of the W ½ of Section 5 T50N R4W, then south to the point where the east edge of the W ½ of Section 8 T50N R4W~~ to the NW corner of section 4, T50N, R4W, then continuing south 2460 feet, more or less, to the beginning of a 1909.86 foot radius tangent curve to the left for the centerline of Huetter Rd as depicted on ITD plan I-IG-90-1(48)5 pg 56 of 62, then southeasterly along said curve and said centerline 243.89 feet;
Thence south 7° 21' 18" east (ITD bearings) along said centerline 485.25 feet to the beginning of a 572.96 foot radius tangent curve to the left for the centerline of Huetter Rd. as depicted on the 'Right-Of-Way Plan Seltice Way And Huetter Rd. Intersection Realignment' by Ruen-Yeager for Post Falls Highway District dated Jan. 1991 pg 3 of 10;
Thence along said centerline the following courses:
Southeasterly along said curve 151.12 feet to the beginning of a 600.00 foot radius tangent curve to the right;
Thence southerly along said curve 442.74 feet;
Thence south 19° 48' 38" west (Ruen-Yeager bearings) 270.36 feet to the beginning of a 600.00 foot radius tangent curve to the left;
Thence southwesterly along said curve 206.57 feet to a point on a line parallel with and 6.30 feet easterly of the west line of said section 4;
Thence south 0° 05' 06" west along said centerline 1186 feet, more or less, to the northerly right-of-way line of Maplewood Avenue as determined on the plat of Edgewater at Mill River recorded in book 'J' of plats at page 60, records of Kootenai County, Idaho, then westerly along said northerly right-of-way line to the intersection of the extended west boundary line of said plat, then south along said west boundary line of said plat to where it meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the Spokane River touches the eastern border of Section 12 T50N ~~R4W~~ R5W, then south to the SE corner of the N ½ of Section 24 T50N R5W. then west to the SE corner of the NW ¼ of Section 23 T50N R5W, then south to the SE corner of the SW ¼ of said section, then west to the NE corner of the W ½ of Section 28

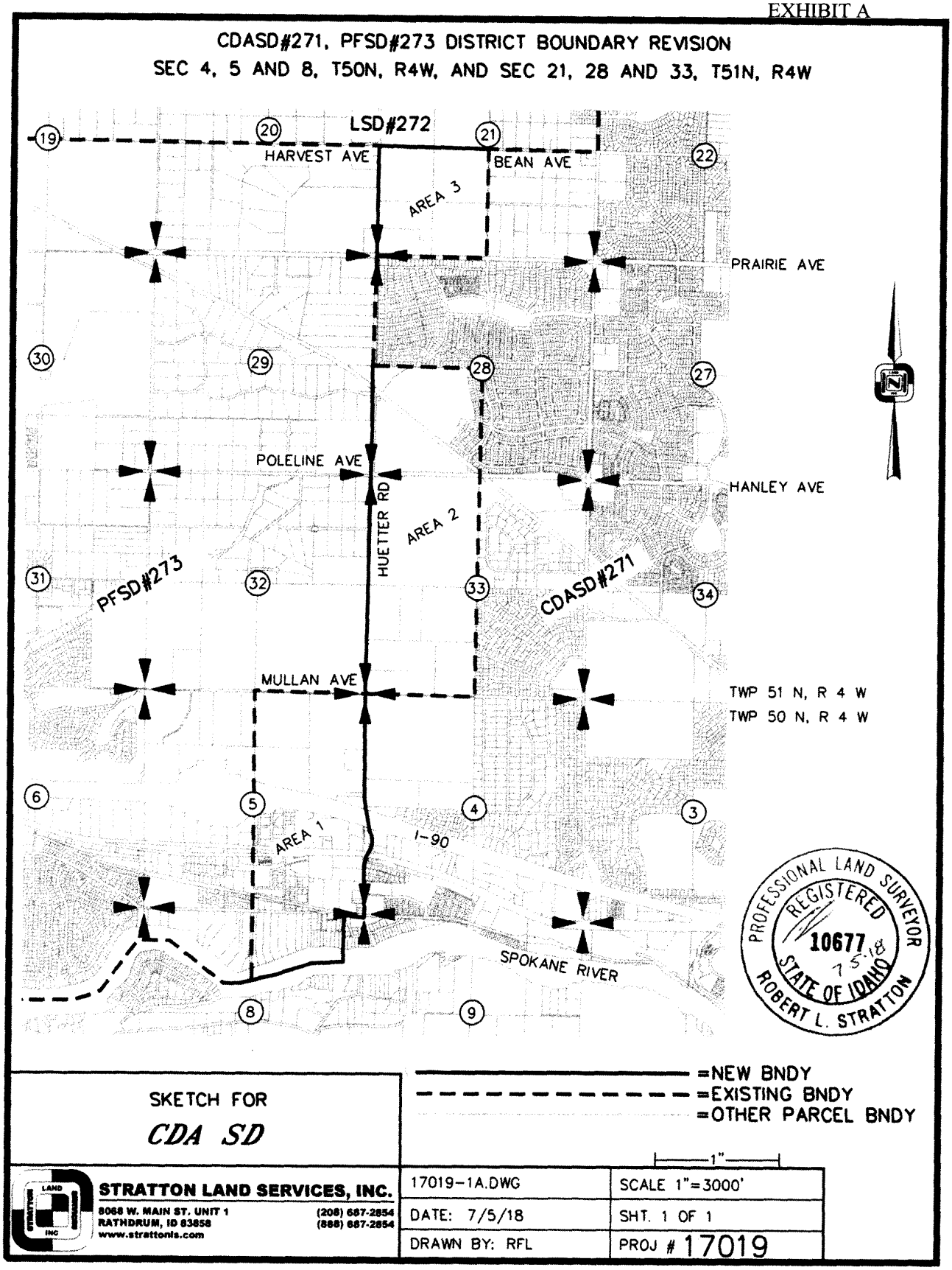
EXHIBIT A

T50N R5W, then south to the SE corner of the W ½ of said section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N ½ of Section 9 T49N R5W, then west to the SW corner of the NE ¼ of section 8 T49N R5W, then north to the SW corner of the NE ¼ of Section 5 T49N R5W, then west to the SW corner of the n ½ of Section 1 T49N R6W, then north to the NW corner of Section 36 T51N R6W, then east to the NW corner of Section 32 T51N R5W, then north to the SW corner of the NW ¼ of Section 20 T50N R5W, then east to the SE ¼ corner of the NW ¼ of said section, then north to the point of beginning.

Notes: 1) Survey stamp/ signature is valid for underlined additions and strike through text only. The remainder of this document was provided by others.
2) Original description was a poor quality PDF that was transcribed by Stratton Land Services.

PFSD #273: Overall boundary after Annexations/Excisions: page 2

EXHIBIT A


CDASD#271, PFSD#273 DISTRICT BOUNDARY REVISION
SEC 4, 5 AND 8, T50N, R4W, AND SEC 21, 28 AND 33, T51N, R4W
LSD#272
HARVEST AVE
BEAN AVE
AREA 3
PRAIRIE AVE
POLELINE AVE
HUETTER RD
AREA 2
HANLEY AVE
PFSD#273
CDASD#271
MULLAN AVE
TWP 51 N, R 4 W
TWP 50 N, R 4 W
AREA 1
I-90
SPOKANE RIVER
PROFESSIONAL LAND SURVEYOR
REGISTERED
10677
7-5-18
STATE OF IDAHO
ROBERT L. STRATTON
=NEW BNDY
=EXISTING BNDY
=OTHER PARCEL BNDY
SKETCH FOR
CDA SD
STRATTON LAND SERVICES, INC.
8068 W. MAIN ST. UNIT 1
RATHDRUM, ID 83858
(208) 687-2854
(888) 687-2854
www.strattonls.com
17019-1A.DWG
SCALE 1"=3000'
DATE: 7/5/18
SHT. 1 OF 1
DRAWN BY: RFL
PROJ # 17019

CERTIFICATE OF MAILING

I HEREBY CERTIFY that on this 10th day of July, 2018, I served the *Superintendent of Public Instruction's Order Under Section 33-307, Idaho Code, For Alteration of School District Boundaries* by depositing copies thereof in the United States mail, postage pre-paid, in envelopes addressed to:

Coeur d'Alene School District # 271
Board of Trustees
1400 N. Northwood Center Ct.
Coeur d'Alene ID 83814

Certified Mail Tracking No.
7016 1370 0000 2344 3924

Post Falls School District # 273
Board of Trustees
PO Box 40
Post Falls ID 83854

Certified Mail Tracking No.
7016 1370 0000 2344 3931

Helen Price
Program Specialist
Idaho State Department of Education

Taxing District Change Guide

Submitting Taxing District Changes to the Idaho State Tax Commission (ISTC)

When submitting taxing district changes to the Idaho State Tax Commission there are several requirements that must be met for it to be accepted. These requirements are defined in Idaho Statute *63-215 - Legal Description and Map of Boundaries to be Recorded and Filed.* Additional guidance provided with Idaho Administrative Rule *35.01.03 Section 225 -Documentation for Newly Organized or Altered Taxing Districts or Revenue Allocation Areas (RAAs) Under the Jurisdiction of Urban Renewal Agencies (Rule 225).* The following is a general list of the requirements found in the Statute and Rule. For full detail on all requirements please refer to the Idaho Code or Administrative Rule at: *https://legislature.idaho.gov/statutesrules/*

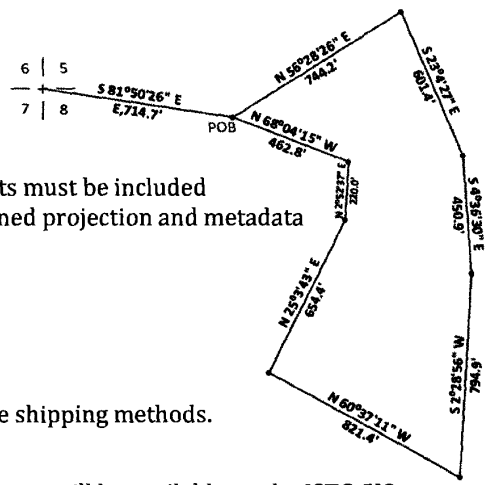
General Document Requirements

An ordinance (official document) must:

- Be recorded with county clerk
- Be filed with county assessor
- Be signed by the appropriate authoritative official
- Have a legal description *(Rule 35.01.03-225-01-g.)*
  - Have narrative metes & bounds description of the property in question
  - Must close to 1:5000
  - Must be tied to Public Land Survey System (PLSS)
  - Should only describe the intended change
- Provide district contact information
- Contain a map *(Rule 35.01.03-225-01-h.)*
  - Must match legal description and have metes & bounds labeled (see example to the right)
  - Tied to PLSS
  - For referencing subdivisions, copies of recorded plats must be included
  - Digital mapping data is welcome but must have defined projection and metadata

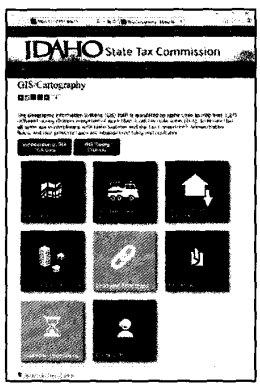
Important Dates and Deadlines:

- Hard copy filed with ISTC within 30 days of effective date but no later than **January 10th** of effective year *(Rule 35.01.03-225-02)*
- Must be signed by **December 31st** to be in the next effective year's TCA *(Rule 35.01.03-225-05)*



Send All Documents To

Idaho State Tax Commission
County Support Division/Technical Support Bureau
800 Park Blvd., Plaza IV
P.O. Box 36
Boise, Idaho 83722 *Suggested to use trackable shipping methods.



Monitoring ISTC's Progress

Once ISTC receives your ordinance, its' status will be available on the ISTC GIS website: *http://tax.idaho.gov/gis*
*This only applies to ordinances for the next effective year.
Once there, navigate to Proposed Annexations (see left image, green button). Here you can view proposed taxing district changes and their respective ordinance. Alternatively, in the Map Gallery (see left image, top left red button), scroll to the bottom to find the link to Proposed Annexations interactive map.

Contact ISTC GIS

Phone: (208) 334-7750
Fax: (208) 344-7629
Email: gis@tax.Idaho.gov

January 19, 2018
Idaho State Tax Commission GIS
K:\Education\QuickGuides\Taxing Districts\Taxing District Change Guide.pdf

EXHIBIT 3

COUER D'ALENE PUBLIC SCHOOLS DISTRICT #271
1400 N. Northwood Cnt. C.
Coeur d'Alene, ID 83814
(208) 664-8241

LAKELAND JOINT SCHOOL DISTRICT #272
15506 N. Washington St..
Rathdrum, ID 83858
(208) 687-1884

April 30, 2021

Dear Neighbor:

We are contacting you on behalf of the Coeur d'Alene School District and the Lakeland School District regarding the boundary line between our two school systems. You are receiving this letter because you own property in an area under consideration for a boundary adjustment.

As development in Kootenai County is bringing Rathdrum and Coeur d'Alene neighborhoods closer together, the districts have taken this opportunity to look closer at our common boundary and to consider an adjustment that would establish a clearer, more logical dividing line. These discussions have led our joint districts to consider an adjustment that we believe better aligns with future growth patterns and patron expectations.

The first adjustment would be to move several large areas of undeveloped land located to the north of Lancaster Road and west of Strahorn Road from the Coeur d'Alene School District into the Lakeland School District. The area in question is located adjacent to a large pending development project known as Hayden Canyon, the bulk which is located within the existing Lakeland School District boundaries. We believe this change will create a more consistent boundary regarding this future development and the expectation of the owners therein.

The second adjustment concerns an area of largely undeveloped property located south of Hayden Avenue and West of Huetter Road from the Lakeland School District into the Coeur d'Alene School District. This area is directly north of property recently acquired by the Coeur d'Alene School and again creates a more consistent boundary to what was previously a series of piecemeal annexation approvals into the Coeur d'Alene boundary. These proposed adjustment are more specifically described on the attached maps.

While our two school districts are exploring the possibility of this boundary change, it is important that we hear from potentially affected property owners, as a change may impact where your children attend school or the amount of property taxes you pay for public education.

The Boards of Trustees for the Coeur d'Alene and Lakeland school districts will hold a joint workshop on Tuesday, May 18 to further discuss this proposed boundary change and to gather input from potentially affected property owners. The workshop is scheduled to begin at 5:00 p.m. at the Midtown Center Meeting Room, 1505 N. 5th St. Coeur d'Alene.

If you are unable to attend this workshop but would like to submit written comments, you may send your comments to Lynn Towne, Clerk of the Board, Coeur d'Alene School District, 1400 N. Northwood Center Ct., Coeur d'Alene, ID 83814. You also may email comments to ltowne@cdaschools.org.

Sincerely,

Dr. Steven B. Cook,
Superintendent
Coeur d'Alene School District

Dr. Becky Meyer,
Superintendent
Lakeland School District

EXHIBIT 4

Board of Trustees **May 18, 2021**
Coeur d'Alene School District 271 and
Lakeland School District 272
Midtown Center Meeting Room **Special Meeting/Workshop 5:00 PM**

Minutes

At 5:00 p.m. Chair Jennifer Brumley called the meeting to order. Trustees Rebecca Smith, Casey Morrisroe, Tambra Pickford and Lisa May were present. Also present were members of the Lakeland School Board: Chair Michelle Thompson, Vice-Chair Rob Irons, Ramona Grissom, Debbie Major and Randi Bain.

Approval of Agenda: Motion by Mrs. Pickford to approve the agenda as presented, second by Mrs. May, passed 5-0.

Welcome – Ms. Brumley introduced those in attendance and welcomed members of the Lakeland School Board including Dr. Becky Meyer, superintendent.

Purpose of the Meeting – Dr. Cook said this process will straighten out the boundary lines between the two districts. This process works well in lieu of piecemeal annexations. No homes are directly impacted through the proposal.

(Draft) Boundary Proposal Presentation:
Operations Director Jeff Voeller shared a map showing the proposed boundary changes for each district. The Hayden Canyon development would become part of the Lakeland District. An area between Hayden Ave and Prairie Ave near Atlas Elementary would come into Coeur d'Alene District. Lakeland CFO Brian Wallace provided some of the history from previous annexation requests in this area. Superintendents from both districts recommend moving forward with the proposal.

Public Comment: One positive comment was received by email. No other public comment was received.

Next Steps:
A survey and revised legal descriptions will come back for approval from both boards prior to submitting a petition to the State Board.

Board Questions and Comments:
Vacant land is zoned for commercial and residential. Coeur d'Alene seems to be getting double the amount of acreage in the swap. What are the projected values? The Hayden Canyon development will be high density and values will be comparable. Mr. Wallace will share this information with trustees.

Meeting adjourned at 5:30 p.m.

Jennifer Brumley, Chair
Board of Trustees

Lynn Towne, Clerk
Board of Trustees

EXHIBIT 5

Joint meeting between Coeur d'Alene and Lakeland School Boards

May 18, 2021

Public comments received:

5-13-21

I received the letter dated April 30, 2021 regarding the discussions around moving the School District Boundaries. In that regard, Andrew Cook and I represent the property owners for Bluegrass Annex LLC (Parcel #H-0000-021-3450, AIN #230287) and Coeur Technology Campus LLC (Parcel #H-0000-021-3300, AIN #230286). We are located in the second adjustment area at the corners of W Hayden Ave. and Huetter Road.

In regards to the Board of Trustees planned meeting on May 18th, as potentially affected property owners, we are in favor of this boundary line adjustment that, per our understanding, would move the above Parcels from the Lakeland School District to the Coeur d'Alene School District.

Please acknowledge receipt of this email, and keep us posted as this process progresses.

Thanks/Tom

Thomas J. McNabb
Partner at Coeur Holdings
Cell: +1-925-766-8862
t.mcnabb@coeurholdings.com

EXHIBIT 6

To: Brian Wallace, Chief of Finance and Operations, Lakeland School Joint SD No. 272

Katie Ebner, Director of Finance, Coeur d'Alene SD No. 271

From: Eric Heringer, Managing Director, Piper Sandler

Regarding: Proposed Land Exchange

Piper Sandler has been asked to review the impact that a proposed land exchange between your respective school districts will have on the legal debt capacity of each district. Debt capacity calculations for Idaho school districts are based on Full Market Value (rather than taxable market value). Our understanding is that $865,787 of market value will be transferred from SD 271 to SD 272 and that $11,883,989 of Full Market Value will be transferred from SD 272 to SD 271. The net gain to SD 271 is $11,018,202 which would result in a .058% increase in SD 271 Full Market Value. The net loss of $11,018,202 of Full Market Value to SD 272 represents a 0.21% reduction of Full Market Value. As illustrated in the charts below, the proposed land transfer has no material impact on the debt capacity of either school district and will not result in either school district's existing outstanding debt being above the debt capacity limitations that are specified in Section 33-1103, Idaho Code.

Coeur d'Alene School District No. 271

Current Debt Capacity Calculation	
September Full Value* - 2020 (FY2021)	14,851,882,006
Plus Urban Renewal Value	998,588,225
	15,850,470,231
	5.00%
Total Debt Capacity	792,523,512
Less: Principal Outstanding	41,100,000
Plus: Adjustments- Principal Due 2021	3,195,000
Remaining Debt Capacity	754,618,512

Debt Capacity Calculation following land transfer	
September Full Value* - 2020 (FY2021)	14,862,900,208
Plus Urban Renewal Value	998,588,225
	15,861,488,433
	5.00%
Total Debt Capacity	793,074,422
Less: Principal Outstanding	41,100,000
Plus: Adjustments- Principal Due 2021	3,195,000
Remaining Debt Capacity	755,169,422

Lakeland School District No. 272

Current Debt Capacity Calculation	
September Full Value* - 2020 (FY2021)	5,177,815,380
Plus Urban Renewal Value	61,409,783
	5,239,225,163
	5.00%
Total Debt Capacity	261,961,258
Less: Principal Outstanding	5,130,000
Plus: Adjustments- Principal Due 2021	1,315,000
Remaining Debt Capacity	258,146,258

Debt Capacity Calculation following land transfer	
September Full Value* - 2020 (FY2021)	5,166,797,178
Plus Urban Renewal Value	61,409,783
	5,228,206,961
	5.00%
Total Debt Capacity	261,410,348
Less: Principal Outstanding	5,130,000
Plus: Adjustments- Principal Due 2021	1,315,000
Remaining Debt Capacity	257,595,348

EXHIBIT 7

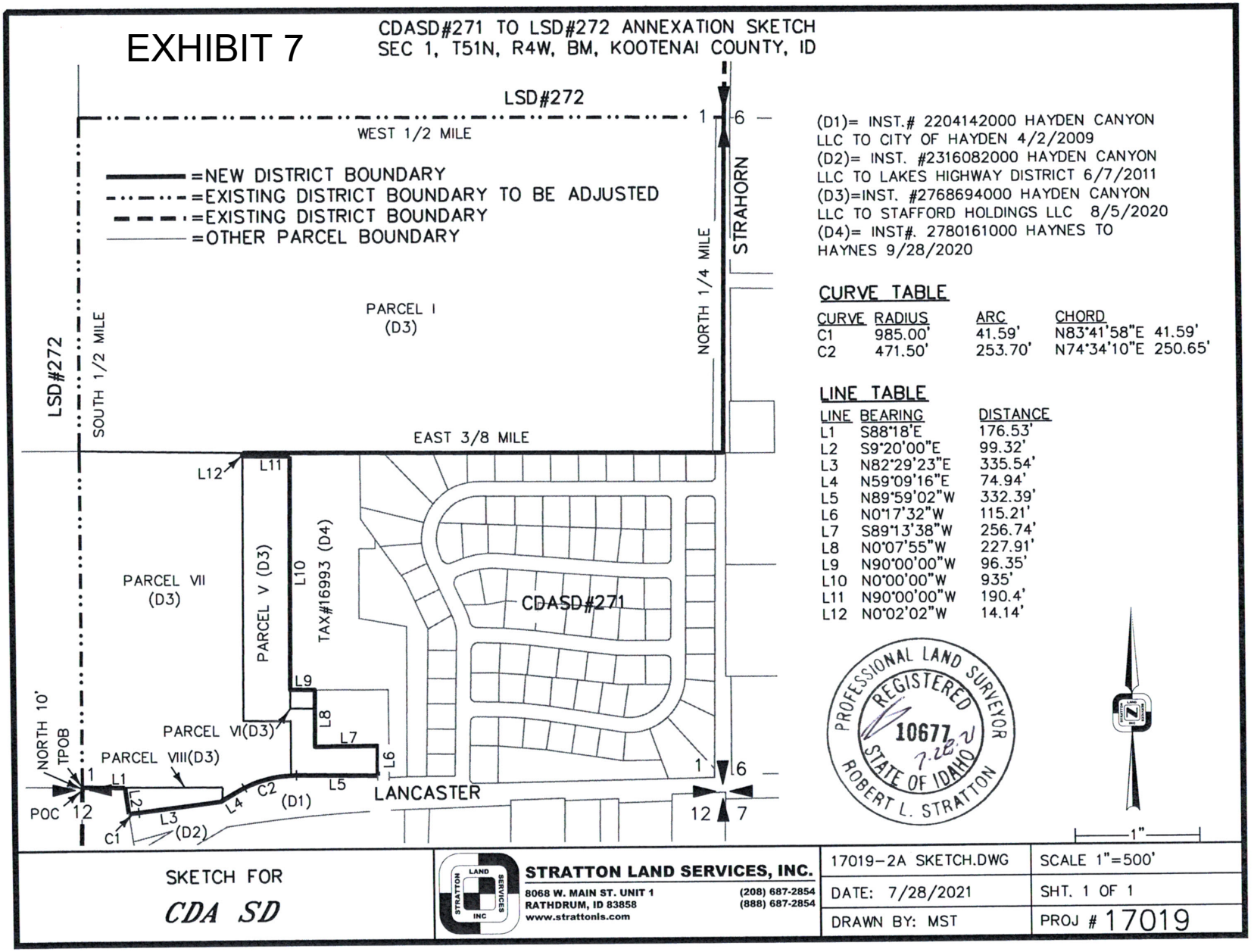


EXHIBIT 7
CDASD#271 TO LSD#272 ANNEXATION SKETCH
SEC 1, T51N, R4W, BM, KOOTENAI COUNTY, ID
LSD#272
WEST 1/2 MILE
=NEW DISTRICT BOUNDARY
=EXISTING DISTRICT BOUNDARY TO BE ADJUSTED
=EXISTING DISTRICT BOUNDARY
=OTHER PARCEL BOUNDARY
STRAHORN
NORTH 1/4 MILE
LSD#272
SOUTH 1/2 MILE
PARCEL I
(D3)
EAST 3/8 MILE
PARCEL VII
(D3)
PARCEL V (D3)
TAX#16993 (D4)
CDASD#271
PARCEL VI(D3)
PARCEL VIII(D3)
NORTH 10'
TPOB
POC
LANCASTER
(D1)= INST.# 2204142000 HAYDEN CANYON LLC TO CITY OF HAYDEN 4/2/2009
(D2)= INST. #2316082000 HAYDEN CANYON LLC TO LAKES HIGHWAY DISTRICT 6/7/2011
(D3)=INST. #2768694000 HAYDEN CANYON LLC TO STAFFORD HOLDINGS LLC 8/5/2020
(D4)= INST#. 2780161000 HAYNES TO HAYNES 9/28/2020
CURVE TABLE
CURVE RADIUS ARC CHORD
C1 985.00' 41.59' N83°41'58"E 41.59'
C2 471.50' 253.70' N74°34'10"E 250.65'
LINE TABLE
LINE BEARING DISTANCE
L1 S88°18'E 176.53'
L2 S9°20'00"E 99.32'
L3 N82°29'23"E 335.54'
L4 N59°09'16"E 74.94'
L5 N89°59'02"W 332.39'
L6 N0°17'32"W 115.21'
L7 S89°13'38"W 256.74'
L8 N0°07'55"W 227.91'
L9 N90°00'00"W 96.35'
L10 N0°00'00"W 935'
L11 N90°00'00"W 190.4'
L12 N0°02'02"W 14.14'
PROFESSIONAL LAND SURVEYOR
REGISTERED
10677
STATE OF IDAHO
ROBERT L. STRATTON
1"
SKETCH FOR
CDA SD
STRATTON LAND SERVICES, INC.
8068 W. MAIN ST. UNIT 1
RATHDRUM, ID 83858
www.strattonls.com
(208) 687-2854
(888) 687-2854
17019-2A SKETCH.DWG
SCALE 1"=500'
DATE: 7/28/2021
SHT. 1 OF 1
DRAWN BY: MST
PROJ # 17019

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SURVEYING & ENGINEERING

28 July 2021

Project #17019 Coeur d'Alene School District
To be annexed to Lakeland School District #272(LSD#272) and
To be excised from Coeur d'Alene School District #271(CDASD#271)

That portion of land located in the southeast quarter of section 1, township 51 north, range 4 west of the Boise Meridian, Kootenai County, Idaho, more particularly described as:

Commencing at the southwest corner of said southeast quarter, said corner being a point on the existing LSD #272 boundary;
Thence north along the west line of said southeast quarter and said existing boundary 10 feet to a fence corner per deed recorded with Kootenai County under Inst. #2768694000 hereafter referred to as 'Deed 3', said corner being the true point of beginning;

Thence South 88° 18' east along the southerly line of Parcel VII as described in said 'Deed 3' 176.53 feet to the northwest corner of Parcel VIII (described as Parcel VI, but located after Parcel VII in said 'Deed 3');
Thence south 9° 20' 00" east along the westerly line of said Parcel VIII 99.32 feet to a point on the northerly right-of-way line of Lancaster Road as described in a deed recorded with Kootenai County under Inst. #2316082000, hereafter referred to as 'Deed 2', said point also being on a 985.00 foot radius non tangent curve to the left;
Thence northeasterly along said curve 41.59 feet (chord bears north 83° 41' 58" east 41.59 feet) (record north 84° 12' 34" east per said 'Deed 2');
Thence north 82° 29' 23" east (record north 82° 59' 59" east per 'Deed 2') along said northerly right-of-way line 335.54 feet to a point on said northerly right-of-way line as described in a deed recorded with Kootenai County under Inst. #2204142000, hereafter referred to as 'Deed 1';
Thence along said northerly right-of-way line the following courses: North 59° 09' 16" east (record north 59° 40' 46" east per said 'Deed 1') 74.94 feet to the beginning of a 471.50 foot radius tangent curve to the right;

Thence northeasterly along said curve 253.70 feet (chord bears north 74° 34' 10" east 250.65 feet) (record north 75° 05' 40" east per said 'Deed 1');
Thence north 89° 59' 02" east (record south 89° 29' 28" east per said 'Deed 1') 332.39 feet to a point on the easterly line of Parcel V as described in said 'Deed 3';
Thence leaving said northerly right-of-way line north 0° 17' 32" west (record north 0° 12' 55" east per said 'Deed 3') 115.21 feet to an angle point of said Parcel V;
Thence south 89° 13' 38" west (south 89° 44' 05" west per said 'Deed 3') 256.74 feet to an angle point of said Parcel V;
Thence north 0° 07' 55" west (record north 0° 22' 32" east per said 'Deed 3') along the easterly line of said Parcel V and Parcel VI per said 'Deed 3' 227.91 feet to the northeast corner of said Parcel VI;
Thence north 90° 00' 00" west 96.35 feet to the northwest corner of said Parcel VI, said point also being on the east line of said Parcel V;
Thence north 0° 00' 00" west 935 feet to the northeast corner of said Parcel V;
Thence north 90° 00' 00" west 190.4 feet to the northwest corner of said Parcel V;
Thence north 0° 02' 02" west 14.14 feet to the northwesterly corner of Tax #16993 as described in a deed recorded with Kootenai County under Inst. #2780161000, said corner being on the south line of the north half of said southeast quarter;
Thence east 3/8 mile along said south line to the southeast corner of said north half;
Thence north 1/4 mile to the northeast corner of said north half and a point on the said existing LSD #272 boundary;
Thence west along said existing boundary 1/2 mile to the northwest corner of said north half;
Thence south along said existing boundary 1/2 mile to the said true point of beginning.

EXHIBIT 8

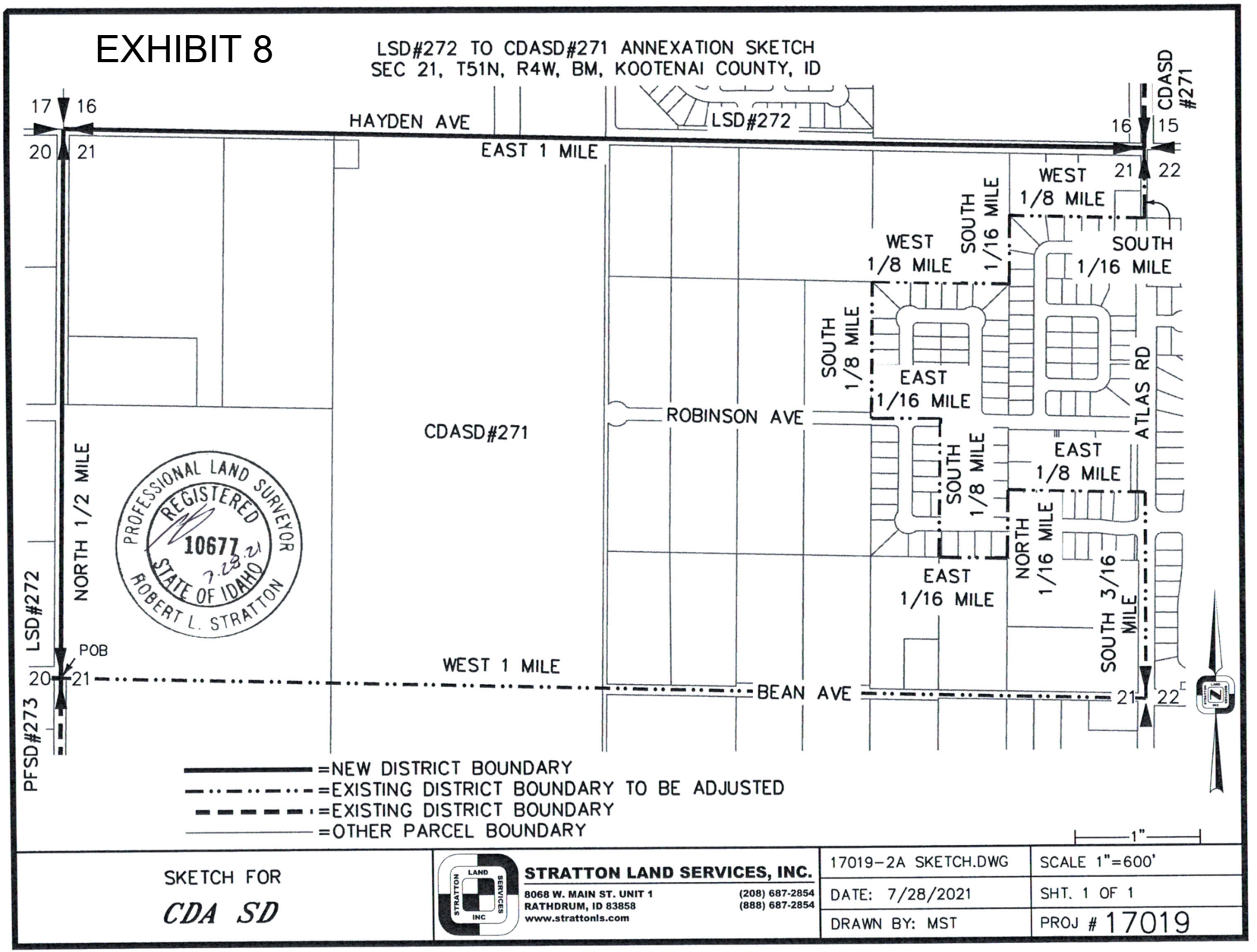
EXHIBIT 8
LSD#272 TO CDASD#271 ANNEXATION SKETCH
SEC 21, T51N, R4W, BM, KOOTENAI COUNTY, ID
HAYDEN AVE
LSD#272
CDASD #271
EAST 1 MILE
WEST 1/8 MILE
SOUTH 1/16 MILE
SOUTH 1/8 MILE
EAST 1/16 MILE
ROBINSON AVE
ATLAS RD
EAST 1/8 MILE
NORTH 1/16 MILE
SOUTH 3/16 MILE
CDASD#271
NORTH 1/2 MILE
LSD#272
PFSD#273
POB
WEST 1 MILE
BEAN AVE
PROFESSIONAL LAND SURVEYOR
REGISTERED
10677
STATE OF IDAHO
ROBERT L. STRATTON
=NEW DISTRICT BOUNDARY
=EXISTING DISTRICT BOUNDARY TO BE ADJUSTED
=EXISTING DISTRICT BOUNDARY
=OTHER PARCEL BOUNDARY
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SHT. 1 OF 1
DRAWN BY: MST
PROJ # 17019

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SURVEYING & ENGINEERING

09 July 2021

Project #17019 Coeur d'Alene School District
To be annexed to Coeur d'Alene School District #271(CDASD#271) and
To be excised from Lakeland School District #272(LSD#272)

That portion of land located in the north half of section 21, township 51 north, range 4 west of the Boise Meridian, Kootenai County, Idaho, more particularly described as:

Beginning at the southwest corner of said north half, said corner being an angle point on the existing CDASD #271 boundary;
Thence north 1/2 mile to the northwest corner of said north half;
Thence east 1 mile to the northeast corner of said north half, said corner also being a point on the said existing boundary;
Thence along said existing boundary the following courses:
South 1/16 mile to the northeast corner of the south half of the northeast quarter of the northeast quarter of the northeast quarter of said section;
Thence west 1/8 to the northwest corner of said south half;
Thence south 1/16 mile to the northeast corner of the southwest quarter of the northeast quarter of the northeast quarter of said section;
Thence west 1/8 mile to the northwest corner of said southwest quarter;
Thence south 1/8 mile to the southwest corner of said southwest quarter;
Thence east 1/16 mile to the northwest corner of the east half of the northwest quarter of the southeast quarter of the northeast quarter of said section;
Thence south 1/8 mile to the southwest corner of said east half;
Thence east 1/16 mile to the southeast corner of said east half;
Thence north 1/16 mile to the northwest corner of the south half of the northeast quarter of the southeast quarter of the northeast quarter of said section;
Thence east 1/8 mile to the northheast corner of said south half;
Thence south 3/16 mile to the southeast corner of said north half of said section;
Thence west 1 mile to the said point of beginning.

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SURVEYING & ENGINEERING

28 July 2021

17019
Coeur d'Alene School District #271
Overall boundary after proposed annexations/excisions

Beginning at the west ¼ corner of Sec. 21, Twp., 51 N, R 4 WBM; ~~thence east approximately 1 mile to the east ¼ corner of Sec. 21, said township and range; thence North approximately 3/16 mile to the SE corner of the north ½ of the NE ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/8 mile to the SW corner of said north ½ of the NE ¼ of the SE ¼ of the NE ¼ of said sec. 21 ; Thence south 1/16 mile to the SE corner of the east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/16 mile to the SW corner of said east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence north 1/8 mile to the NW corner of said east ½ of the NW ¼ of the SE ¼ of the NE ¼ of said sec. 21; Thence west 1/16 mile to the SW corner of the SW ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence north 1/8 mile to the NW corner of said SW ¼ of the NE ¼ of the NE ¼ of sec. 21; Thence east 1/8 mile to the NE corner of said SW ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence north 1/16 mile to the NW corner of the south ½ of the NE ¼ of the NE ¼ of the NE ¼ of said sec. 21; Thence east 1/8 mile to the NE corner of said south ½ of the NE ¼ of the NE ¼ of the NE ¼ of said sec. 21;~~ Thence north 1/2 mile to the northwest corner of said section 21; Thence east 1 mile to the northeast corner of said section; Thence north 1 ~~1/16~~ miles to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately 1/4 ¾ mile to the ~~center of~~ south 1/4 corner of Sec. 1, said township and range; ~~thence east approximately ½ mile to the east ¼ corner of said Sec. 1;~~
Thence north along the west line of said southeast quarter and said existing boundary 10 feet to a fence corner per deed recorded with Kootenai County under Inst. #2768694000 hereafter referred to as 'Deed 3';
Thence South 88° 18' east along the southerly line of Parcel VII as described in said 'Deed 3' 176.53 feet to the northwest corner of Parcel VIII (described as Parcel VI, but located after Parcel VII in said 'Deed 3');
Thence south 9° 20' 00" east along the westerly line of said Parcel VIII 99.32 feet to a point on the northerly right-of-way line of Lancaster Road as described in a deed recorded with Kootenai County under Inst. #2316082000, hereafter referred to as 'Deed 2', said point also being on a 985.00 foot radius non tangent curve to the left;
Thence northeasterly along said curve 41.59 feet (chord bears north 83° 41' 58" east 41.59 feet) (record north 84° 12' 34" east per said 'Deed 2');
Thence north 82° 29' 23" east (record north 82° 59' 59" east per 'Deed 2') along said northerly right-

of-way line 335.54 feet to a point on said northerly right-of-way line as described in a deed recorded with Kootenai County under Inst. #2204142000, hereafter referred to as 'Deed 1';
Thence along said northerly right-of-way line the following courses:
North 59° 09' 16" east (record north 59° 40' 46" east per said 'Deed 1') 74.94 feet to the beginning of a 471.50 foot radius tangent curve to the right;
Thence northeasterly along said curve 253.70 feet (chord bears north 74° 34' 10" east 250.65 feet) (record north 75° 05' 40" east per said 'Deed 1');
Thence north 89° 59' 02" east (record south 89° 29' 28" east per said 'Deed 1') 332.39 feet to a point on the easterly line of Parcel V as described in said 'Deed 3';
Thence leaving said northerly right-of-way line north 0° 17' 32" west (record north 0° 12' 55" east per said 'Deed 3') 115.21 feet to an angle point of said Parcel V;
Thence south 89° 13' 38" west (south 89° 44' 05" west per said 'Deed 3') 256.74 feet to an angle point of said Parcel V;
Thence north 0° 07' 55" west (record north 0° 22' 32" east per said 'Deed 3') along the easterly line of said Parcel V and Parcel VI per said 'Deed 3' 227.91 feet to the northeast corner of said Parcel VI;
Thence north 90° 00' 00" west 96.35 feet to the northwest corner of said Parcel VI, said point also being on the east line of said Parcel V;
Thence north 0° 00' 00" west 935 feet to the northeast corner of said Parcel V;
Thence north 90° 00' 00" west 190.4 feet to the northwest corner of said Parcel V;
Thence north 0° 02' 02" west 14.14 feet to the northwesterly corner of Tax #16993 as described in a deed recorded with Kootenai County under Inst. #2780161000, said corner being on the south line of the north half of said southeast quarter;
Thence east 3/8 mile along said south line to the southeast corner of said north half;
thence north approximately ½ 3/4 mile to the NW comer of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14 ¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE comer of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R I WBM; thence west approximately ½ mile to the NW comer of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1 ½ miles to the center of Sec. 17, said township and range; thence north approximately 1 ½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1 1/2 miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE comer of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east

approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2 ½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 2 miles, more or less, along the center thread of the Spokane River to a point where the river intersects the extended west boundary line of the plat of Edgewater at Mill River recorded in book 'J' of plats at page 60, records of Kootenai County, Idaho in Sec. 8, Twp. 50 N, R 4 WBM; thence north along said west boundary line and said west line extended to the intersection with the northerly right-of-way line of Maplewood Avenue as determined on said plat; thence easterly along said northerly right-of-way line of Maplewood Avenue to the east line of section 8; thence continuing along said right-of-way line 6.30 feet to the centerline of Huetter Rd. as depicted on the 'Right-Of-Way Plan Seltice Way And Huetter Rd. Intersection Realignment' by Ruen-Yeager for Post Falls Highway District dated Jan. 1991 pg 3 of 10; Thence along said centerline the following courses: north 0° 05' 06" east 1186.43 feet to the beginning of a 600.00 foot radius tangent curve to the right; thence northeasterly along said curve 206.57 feet; thence north 19° 48' 38" east (Ruen-Yeager bearings) 270.36 feet to the beginning of a 600.00 foot radius tangent curve to the left; thence northeasterly along said curve 442.74 feet to the beginning of a 572.96 foot radius tangent curve to the right; thence northeasterly along said curve 151.12 feet; thence leaving said centerline north 7° 21' 18" west along the centerline of Huetter Rd. as depicted on ITD plan I-IG-90-1(48)5 pg 56 of 62 for 485.25 feet to the beginning of a 1909.86 foot radius tangent curve to the right; thence northwesterly along said curve and said centerline 243.89 feet to a point on the east line of said section 5; thence northerly along said east line 2460 feet, more or less, to the northeast corner of said section; thence northerly 2 ½ miles, more or less, to the point of beginning.

Note: survey stamp/ signature is valid for underlined additions and strike through text only. The remainder of this document was provided by others.

STATE DEPARTMENT OF EDUCATION

SUBJECT

Temporary Rule – IDAPA 08.02.03.004 – Amended Idaho Alternate Assessment Achievements Standards and Amended Idaho Standards Achievement Test Achievement Level Descriptors

REFERENCE

May 2011	Board approved the Idaho Alternate Assessment Achievement Standards.
December, 2014	Board approved the Idaho Academic Achievement Standards, including the Proficiency Level Descriptors and ISAT achievement levels at each proficiency level for grades 3-8 and 11.
June, 2015	Board approved a proposed rule amendment to IDAPA 08.02.03.004 incorporating the Idaho Academic Achievement Standards, including Proficiency Level Descriptors and the Idaho Standards Achievement Tests achievement levels for grades 3-11 in mathematics and English language arts.
August, 2015	Board approved the Academic Achievement Standards adding the recommended End of Course proficiency levels for science. An amendment to the June 2015 proposed rule was approved.
September 2015	Board approved a temporary rule amending the Alternate Assessment Achievement Standards and the performance level descriptors for the Idaho Alternate Assessment Achievement Assessment.
April 2016	Board approved the Idaho Standards Achievement Tests Achievement Level Descriptors with modified lowest and highest possible scores (LOSS/HOSS).
October 2016	Board approved a temporary rule extending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment achievement standards.
August 2017	Board adopted revised Idaho science content standards.
October 2017	Board approved pending rule Docket 08-0203-1711, incorporating the revised Idaho Alternate Achievement Standards into IDAPA 08.02.03.
October 2019	Board approved pending rule Docket 08-0203-1903 to move the ISAT science high school grade level to Grade 11.
October 2021	Board approved a waiver of IDAPA 08.02.03.004.06 Alternate Assessment Achievement Standards for the

2021-2022 School, allowing for the creation of temporary alternate assessment scores for English language arts/literacy and mathematics for the purpose of meeting IDEA requirements for the 2021-2022 school year.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004.

BACKGROUND/DISCUSSION

The revised science content standards were approved by the Board in August 2017 and subsequently accepted by the 2018 legislature. The revised science content standards employ a three-dimensional conceptualization of science understanding, including science and engineering practices, crosscutting concepts, and disciplinary core ideas. With the adoption of the revised science standards, Idaho began partnering with several other states to develop a new science assessment. In spring 2020, following the initial development process for its new science assessment, Idaho scheduled an independent field test. Due to COVID-19, the independent field test was postponed to the 2020-21 school year. In the 2021-22 school year, the Department scheduled the operational field test and standard setting for Idaho Standards Achievement Test (ISAT) - Science.

July 18-20, 2022 the Department invited a panel of 24 science educators to review content standards, performance level descriptors, and test items, in order to recommend ISAT science achievement standards (i.e. cut scores). Panelists represented a group of experienced teachers, curriculum specialists, education administrators, and other stakeholders. The panel ensured that a diverse range of perspectives and deep experience with the Idaho science standards contributed to the standard-setting process. For each test, the panelists recommended three cut scores, or performance standards: Basic, Proficient, and Advanced, see the attached executive summary. The recommendations from the panelists are well articulated across grade levels and are in line with other states' proficiency cuts in terms of their rigor.

The alternate assessment was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Idaho Content Standards. In 2017, the Board approved Idaho-specific performance levels and scale score ranges for this assessment. The Every Student Succeeds Act requires these assessments to be regularly updated and refreshed. In spring 2019, following the initial development process for new alternate assessments, Idaho conducted an embedded field test of new test items. An operational field test of the new alternate assessments was originally scheduled for spring 2020. The administration was cancelled due to COVID-19. Idaho rescheduled the operational field test for the alternate assessments for spring 2021.

Under this timeline, the Department would have pursued standard setting in summer 2021 for the Board's consideration and approval and following that approval released student scores on these assessments in fall 2021. Ongoing disruptions caused by COVID-19 during the 2020-21 school year introduced significant technical concerns that would have limited the validity and reliability of any alternate assessment performance standards developed based on student performance in 2021. Consequently, Idaho delayed the standard setting to spring 2022 and requested a waiver from the U.S. Department of Education (USED) allowing Idaho to not report the Idaho alternate assessment performance for the 2020-21 school year.

The USED approved Idaho's request to not report the alternate assessment performance for science, as the regular Science assessment was also being field tested in the 2020-21 school year. However, USED denied Idaho's request to not report the alternate assessment performance for ELA/literacy and mathematics based on requirements under the Individuals with Disabilities Education Act (IDEA) to produce scores at the same level of detail as students taking the regular assessments in these subjects. Idaho was not able to use the alternate assessment achievement standards the Board previously approved in 2017 because those components were generated for the old assessment and were not valid for the new alternate assessment. As a result, to meet the requirements under IDEA, Idaho produced the alternate assessment performance for the 2020-21 school year using the similar achievement standards developed by the State of Wyoming on a provisional basis.

On July 20-22, 2022, the Department invited a panel of 80 teachers and administrators to review content standards, performance level descriptors, and items, in order to recommend alternate assessment achievement standards (i.e. cut scores). Panelists included special-education teachers, general education teachers, curriculum specialists, education administrators, and other stakeholders. The panel was also broadly representative of Idaho's special education teacher population in terms of gender, race/ethnicity, and regional composition. The Department designated the most knowledgeable and experienced panelists at the workshop as table leaders. For each test, the panelists recommended three cut scores, or performance standards: Basic, Proficient, and Advanced. The recommendations from the panelists are well articulated across grade levels and are in line with ISAT cuts scores in terms of their rigor.

IMPACT

Once the Idaho Standards Achievement Tests (ISAT) Science Achievement Standards and Alternate Assessment Achievement Standards are approved by the Board, the Department will finalize the alternate assessment performance reporting for the 2020-21 school year. Local education agencies will then receive individual student reports and performance results to be distributed to the parents, and loaded into their student information systems. In addition, the Department will

publish the report cards for the 2020-21 school year and finish identifying the lowest performing schools for additional guidance and support and highest performing schools for recognition.

ATTACHMENTS

Attachment 1 – Idaho Standards Achievement Tests Achievement Level Descriptors
Attachment 2 – Idaho Alternate Assessment Achievement Standards
Attachment 3 – Temporary Rule Docket 08-0203-2202

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The score ranges on Idaho's statewide assessments that indicate student achievement levels (e.g. below basic, basic, proficient, advanced or 1, 2, 3, 4) are referred to as "achievement level descriptors" or "achievement standards." They are also commonly referred to as "cut scores." These cut scores are incorporated by reference into IDAPA 08.02.03.004 and have the force and effect of law. When any document incorporated by reference into Administrative Code is amended, it must go through the rulemaking process. For a rule to become permanent beyond the next legislative session, it must go through the negotiated proposed/pending rulemaking process. Amendments that are not submitted in time to be included in the process may only be promulgated through a temporary rule process. Temporary rules may only be promulgated with the Governor's approval, and only if they meet one of three statutory requirements: protection of the public health, safety, or welfare; compliance with deadlines in amendments to governing law or federal programs; or conferring a benefit. Board staff have requested approval of a temporary rule on the basis of complying with federal program. Without the cut scores, Idaho would not be able to meet the accountability reporting requirements of the Elementary Secondary Education Act (as amended in 2015).

Each time an assessment is amended, a process is gone through to set new achievement standards identifying the score range for each level of proficiency on the assessment. Ideally, this is done through the approval of a temporary and proposed rule immediately following the earliest administration of the applicable assessment where the standards can reliably be set so that they can be used for scoring the assessment just administered and are then used ongoing until the next time the assessments are changed. For Idaho's statewide assessments that are part of our state and federal accountability system, these achievement standards are necessary for meeting the federal requirements in the Elementary Secondary Education Act for identifying those schools whose student achievement is in the lowest 5% of our public schools. The existing achievement standards are based on the previous versions of these two assessments and are no longer appropriate for scoring the assessments administered in the Spring 2022. If the achievement standards are not updated, the State Department of Education will not be able to appropriately score these two assessments or meet the federal requirements for identifying low performing schools. At the October 2021 Board meeting, the Board

waived the portion of IDAPA 08.02.03 setting the achievement standards for the Idaho Alternate Assessment (IDAA) for the 2021-2022 school year. For the Idaho Standards Achievement Test (ISAT) Achievement Level Descriptors, all three content areas are included in a single document, therefore, amending one content area requires the amendment and reincorporation of the complete document.

With last year's amendments to IDAPA 08.02.03, moving the ISAT administration from the 10th grade to the 11th grade, a similar process will be needed to consider the 11th grade ISAT achievement standards. A separate request will be submitted for adjusting those achievement standards for use with the Spring 2023 administration of the ISAT.

Board staff received no prior request to include the ISAT science and IDAA achievement standards in this year's negotiated rulemaking for the proposed rules being promulgated under Docket 08-0203-2201. The proposed rules include removal of the incorporated documents setting the achievement standards for all of the statewide assessments. If this rule is accepted by the Legislature in 2023, the Board will no longer need to go through the rulemaking process to change these scores. If the rule is rejected, the Board will need to request permission to promulgate a new temporary rule following the 2023 Legislative Session as well as negotiate a new proposed rule incorporating the cut scores on an ongoing basis into IDAPA 08.02.03.004

BOARD ACTION

I move to approve the revised Idaho Standards Achievement Test Achievement Level Descriptors as provided in Attachment 1, the revised Idaho Alternate Assessment Achievement Standards as provided in Attachment 2, and temporary rule amendments to IDAPA 08.02.03.004 as provided in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

~~Idaho Standards Achievement Tests~~

~~Achievement Level Descriptors~~

~~English Language Arts, Mathematics, and High School End-of-Course Assessments for Chemistry and Biology~~

~~IDAPA 08.02.03.004.05~~

~~As approved by the Idaho State Board of Education April 14, 2016.~~

IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

Achievement Standards

Idaho State Board of Education

Approved by the State Board of Education
October 20, 2022

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE | 711 TRS
WWW.SDE.IDAHO.GOV

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IDAHO STANDARDS ACHIEVEMENT TEST

Idaho Standards Achievement Test (ISAT) is a statewide assessment in English Language Arts (ELA)/literacy, mathematics, and science. The ISAT assesses the student's knowledge and skills on the Idaho Content Standards.

The ISAT is for all students except for only a small number of students with the most significant cognitive disabilities who take the Idaho Alternate Assessment (IDAA) instead of the ISAT. To take the IDAA, students must meet four participation criteria as determined by the individualized educational plan (IEP) team, and they represent about 1% of all students tested.

Achievement Standards

Achievement standards define how students are expected to demonstrate the mastery of the academic content standards. The achievement standards have three components: achievement levels, cut scores, and achievement level descriptors.

Achievement Levels

ISAT has four achievement levels: Level 4 (Advanced), Level 3 (Proficient), Level 2 (Basic), and Level 1 (Below Basic). The achievement levels describe the level of mastery that a student demonstrates on a given assessment.

ELA/literacy and Mathematics

- ***Level 4 (Advanced):** A student who performs at **Level 4** (or the **advanced** level) demonstrates **advanced progress** toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school or in future coursework.*

- ***Level 3 (Proficient):** A student who performs at **Level 3** (or the **proficient** level) demonstrates **progress** toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school or in future coursework.*

- ***Level 2 (Basic):** A student who performs at **Level 3** (or the **basic** level) may **require further development** to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school or in future coursework.*

- ***Level 1 (Below Basic):*** *A student who performs at* ***Level 1*** *(or the* ***below basic*** *level)* ***needs substantial improvement*** *to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school or in future coursework.*

Science

- ***Level 4 (Advanced):*** *The student has* ***exceeded*** *the elementary school expectations and* ***demonstrates advanced use*** *of science and engineering practices, and crosscutting concepts. The student has a* ***deep understanding*** *of the fundamental practices within the scientific disciplines that are used to explain the natural world and design solutions to address real-life situations.*

- ***Level 3 (Proficient):*** *The student has* ***met*** *the elementary school expectations and* ***has the ability to use*** *science and engineering practices, and crosscutting concepts. The student* ***understands*** *the fundamental practices within the scientific disciplines that are used to explain the natural world and design solutions to address real-life situations.*

- ***Level 2 (Basic):*** *The student has* ***nearly met*** *the elementary school expectations and* ***is developing the ability to use*** *science and engineering practices, and crosscutting concepts. The student has a* ***partial understanding*** *of the fundamental practices within the scientific disciplines that are used to explain the natural world and design solutions to address real-life situations.*

- ***Level 1 (Below Basic):*** *The student has* ***not met*** *the elementary school expectations and* ***has difficulty using*** *science and engineering practices, and crosscutting concepts. The student has an* ***incomplete understanding*** *of the fundamental practices within the scientific disciplines that are used to explain the natural world and design solutions to address real-life situations.*

Cut Scores

Cut scores are specific to each content area and are used to assign students into achievement levels based on their scale scores. The cut score is the lowest obtainable scale score for the corresponding achievement level and defines scale score ranges.

~~*Achievement Level*~~

Table 1 ISAT ELA/literacy and Mathematics Achievement Levels and Scale Score Ranges

~~English Language Arts and Mathematics Cut Scores~~

Grade Level	Level 1	(Below Basic)	Level 2	(Basic)	Level 3	(Proficient)	(Level 4)	(Advanced)
ELA	From	To	From	To	From	To	From	To
3	2001	2366	2367	2431	2432	2489	2490	2811
4	2032	2415	2416	2472	2473	2532	2533	2867
5	2056	2441	2442	2501	2502	2581	2582	2916
6	2079	2456	2457	2530	2531	2617	2618	2937
7	2082	2478	2479	2551	2552	2648	2649	2964
8	2097	2486	2487	2566	2567	2667	2668	2989
9	2102	2487	2488	2570	2571	2669	2670	3032
10	2102	2490	2491	2576	2577	2676	2677	3032
11	2102	2492	2493	2582	2583	2681	2682	3032
Math	From	To	From	To	From	To	From	To
3	2071	2380	2381	2435	2436	2500	2501	2762
4	2090	2410	2411	2484	2485	2548	2549	2834
5	2095	2454	2455	2527	2528	2578	2579	2891
6	2103	2472	2473	2551	2552	2609	2610	2911
7	2108	2483	2484	2566	2567	2634	2635	2964
8	2113	2503	2504	2585	2586	2652	2653	2993
9	2118	2514	2515	2598	2599	2675	2676	3085
10	2118	2528	2529	2613	2614	2696	2697	3085
11	2118	2542	2543	2627	2628	2717	2718	3085

~~High School End-of-Course~~

~~Chemistry and Biology Cut Scores~~

~~EOC~~	~~Below Basic~~		~~Basic~~		~~Proficient~~		~~Advanced~~	
~~Chemistry~~	~~From~~	~~To~~	~~From~~	~~To~~	~~From~~	~~To~~	~~From~~	~~To~~
	~~116~~	~~187~~	~~188~~	~~199~~	~~200~~	~~216~~	~~217~~	~~283~~
~~Biology~~	~~From~~	~~To~~	~~From~~	~~To~~	~~From~~	~~To~~	~~From~~	~~To~~
	~~116~~	~~193~~	~~194~~	~~199~~	~~200~~	~~213~~	~~214~~	~~282~~

Table 2 ISAT Science Achievement Levels and Scale Score Ranges

Grade Level	Level 1	(Below Basic)	Level 2	(Basic)	Level 3	(Proficient)	(Level 4)	(Advanced)
Science	From	To	From	To	From	To	From	To
5	400	479	480	505	506	533	534	600
8	700	776	777	806	807	831	832	900
11	1000	1081	1082	1107	1108	1145	1146	1200

Achievement Level Descriptors

Achievement level descriptors (ALDs) characterize how students in each achievement level typically demonstrate their knowledge and skills defined in the Idaho Content Standards. ALDs are often referred to as Performance Level Descriptors (PLDs).

For ISAT ELA/literacy and mathematics, ALDs are organized into a hierarchy of Claims, Targets, and Disciplines, as defined below. For ISAT science, ALDs are organized into a hierarchy of Sections and Domains.

- ***Section:*** *Each section organizes the ALDs into the major domains identified in the Idaho Content Standards.*
- ***Claim:*** *Claims are the broad statements of the learning outcomes. This document simplifies claims in a few keywords for organizational purposes.*
- ***Target:*** *Targets map the Idaho Content Standards onto assessment evidence that are required to support the content categories and claims.*
- ***Discipline:*** *The disciplines express* a branch of knowledge *related to the target for ELA/literacy and mathematics and to the subsection for science.*

THRESHOLD ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

ISAT ELA/Literacy ALDs

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE | 711 TRS
WWW.SDE.IDAHO.GOV

Threshold Achievement Level Descriptors Grade 3 English Language Arts/Literacy

ISAT ENGLISH LANGUAGE ARTS/LITERACY ACHIEVEMENT LEVEL DESCRIPTORS

Grade 3 ELA/Literacy Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
READING Literary Text Targets 1–7	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to- moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to- moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Use some details and information from text to partially support answers or basic inferences. • In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text. • In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources. • In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message. • Explain how information is presented or connected within or across texts of low-to- moderate complexity. • Specify or compare relationships across texts of low-to-moderate complexity. • Demonstrate knowledge of text structures or text features in texts of low-to- moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.

Threshold Achievement Level Descriptors Grade 3 English Language Arts/Literacy

Claim/Target	The student who just enters Level 2 should be able to:
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose.0 • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion. • Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback). • Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion. • Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion. • With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).

Threshold Achievement Level Descriptors Grade 3 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
READING Literary Text Targets 1–7	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.
READING Informational Text Targets 8–14	• Use explicit details and information from texts of moderate complexity to support answers or basic inferences. • Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity. • Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity. • Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity. • Specify and compare or contrast relationships across texts of moderate complexity. • Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity. • Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.

Threshold Achievement Level Descriptors Grade 3 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion. • Use text features in information texts to enhance meaning without support. • Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion. • Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. • Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. Without support, use tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	Interpret and use information delivered orally or audio-visually without support.

Threshold Achievement Level Descriptors Grade 3 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
READING Literary Text Targets 1–7	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.
READING Informational Text Targets 8–14	• Use explicit details and information from the text to support answers and basic inferences in highly complex texts. • Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts. • Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts. • Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts. • Specify, compare, and contrast relationships across highly complex texts. • Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts. • Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors Grade 3 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose. • Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion. • Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion. • Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. • Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts. • Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.

Threshold Achievement Level Descriptors Grade 4 English Language Arts/Literacy

Grade 4 ELA/Literacy Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
READING Literary Text Targets 1–7	• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity. • Identify or summarize some central ideas/key events in texts of low-to-moderate complexity. • Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity. • Interpret, specify, or compare how information is presented across texts of low-to moderate complexity. • Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity. • Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity. • Identify some central ideas, key events, and procedures with support. • Determine intended meanings of some words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity. • Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity. • Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity. • Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity. • Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.

Threshold Achievement Level Descriptors Grade 4 English Language Arts/Literacy

Claim/Target	The student who just enters Level 2 should be able to:
WRITING Targets 1–10	• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft. • Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion. • Write simple informational/explanatory text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion. • With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning. • Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion. • Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion. • With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids). • Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept. • Locate some information to support ideas and select some information from data or print and non-print text sources. • Distinguish relevant-irrelevant information with support (e.g., some directive feedback). • Generate some conjectures or opinions.

Threshold Achievement Level Descriptors Grade 4 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
READING Literary Text Targets 1–7	• Use details and information from texts of moderate complexity to support answers and inferences. • Identify or summarize central ideas/key events in texts of moderate complexity. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity. • Use supporting evidence to justify/explain own inferences in texts of moderate complexity. • Interpret, specify, or compare how information is presented across texts of moderate complexity. • Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. • Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided. • Identify or summarize central ideas, key events, and procedures in texts of moderate complexity. • Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity. • Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity. • Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity. • Interpret, explain, or connect information presented within or across texts of moderate complexity. • Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity. • Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.

Threshold Achievement Level Descriptors Grade 4 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose. • Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose. • Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience. • Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion. • Use some text features in informational text to enhance meaning without support. • Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience. • Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion. • Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support. • Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support. • Use tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually without support.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept. • Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources. • Distinguish relevant-irrelevant information without support. • Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.

Threshold Achievement Level Descriptors Grade 4 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
READING Literary Text Targets 1–7	• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts. • Begin to consistently identify and summarize central ideas/key events in highly complex texts. • Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts. • Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts. • Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts. • Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts. • Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in highly complex texts.
READING Informational Text Targets 8–14	• Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided. • Identify and summarize central ideas, key details, and procedures in highly complex texts. • Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts. • Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts. • Begin to interpret, explain, or connect information presented within or across highly complex texts. • Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts. • Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.

Threshold Achievement Level Descriptors Grade 4 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
WRITING Targets 1–10	• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. • Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. • Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience. • Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well- developed, appropriate conclusion. • Begin to use text features in information texts to enhance meaning. • Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion. • Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion. • Begin to strategically use language and vocabulary appropriate to purpose and audience when revising or composing complex texts. • Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. • Begin to use multiple tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept. • Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources. • Begin to distinguish relevant-irrelevant information. • Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.

Threshold Achievement Level Descriptors Grade 5 English Language Arts/Literacy

Grade 5 ELA/Literacy Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts of low-to- moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity. • Identify and begin to compare how information is presented within or across texts of low-to- moderate complexity. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the meaning of some common figurative language.

Threshold Achievement Level Descriptors Grade 5 English Language Arts/Literacy

Claim/Target	The student who just enters Level 2 should be able to:
WRITING Targets 1–10	• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft. • Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft. • Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion. • Use some appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.
	• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion. • With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).
RESEARCH/ INQUIRY Targets 1–4	• Begin to conduct simple, short research projects with some guidance. • With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources. • With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.

Threshold Achievement Level Descriptors Grade 5 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
READING Literary Text Targets 1–7	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects. • With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.

Threshold Achievement Level Descriptors Grade 5 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
WRITING Targets 1–10	• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion. • Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research. • Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion. • Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience. • Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Conduct short research projects. • Locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors Grade 5 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
READING Literary Text Targets 1–7	• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts. • Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Consistently and accurately summarize central ideas and key events. • Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments. • Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects. • Consistently evaluate text structures across highly complex texts.

Threshold Achievement Level Descriptors Grade 5 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
WRITING Targets 1–10	• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion. • Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research. • Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. • Plan, write, revise, and edit full informational/explanatory text on a topic attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion. • Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. • Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience. • Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion. • Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. • Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use the tools of technology (including the Internet) to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Begin to critically interpret and use information delivered orally or audio-visually.
RESEARCH/ INQUIRY Targets 1–4	• Begin to critically and effectively conduct short research projects with some guidance. • Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources. • Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources. • Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.

Threshold Achievement Level Descriptors Grade 6 English Language Arts/Literacy

Grade 6 ELA/Literacy Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
READING Literary Text Targets 1–7	• Cite some textual evidence to support conclusions drawn from text. • Use some explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and key events using some details from texts of low-to- moderate complexity. • Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts. • Identify and begin to compare how information is presented within or across texts. • Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Interpret the intent of some common figurative language.
READING Informational Text Targets 8–14	• Cite some textual evidence to support conclusions drawn from text. • Begin to use explicit and limited implicit information to support emerging inferences or analyses. • Partially summarize central ideas and some key events. • Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context. • Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text. • Identify and begin to compare how information is presented within or across texts. • Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information. • Partially interpret intent of some common figurative language.

Threshold Achievement Level Descriptors Grade 6 English Language Arts/Literacy

Claim/Target	The student who just enters Level 2 should be able to:
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.

Threshold Achievement Level Descriptors Grade 6 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
READING Literary Text Targets 1–7	• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects. • With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view. • With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• With some consistency, identify relevant textual evidence to support conclusions drawn from text. • Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases. • Accurately summarize central ideas and key events. • Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words. • Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects. • Analyze how information is presented within or across texts, identifying some relationships among targeted aspects. • Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.

Threshold Achievement Level Descriptors Grade 6 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain- specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.

Threshold Achievement Level Descriptors Grade 6 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
READING Literary Text Targets 1–7	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.
READING Informational Text Targets 8–14	• Cite specific, relevant textual evidence to support conclusions drawn from text. • Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases. • Summarize central ideas and key events in texts of high complexity. • Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words. • Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects. • Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects. • Evaluate text structures across texts.
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Effectively use technology, including the Internet, to produce and publish writing.

Threshold Achievement Level Descriptors Grade 6 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors Grade 7 English Language Arts/Literacy

Grade 7 ELA/Literacy Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
READING Literary Text Targets 1–7	• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to- moderate complexity. • Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types. • Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain- specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to- moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.

Threshold Achievement Level Descriptors Grade 7 English Language Arts/Literacy

Claim/Target	The student who just enters Level 2 should be able to:
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support, use basic language appropriate to the purpose and audience when revising or composing text. • Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.

Threshold Achievement Level Descriptors Grade 7 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

Threshold Achievement Level Descriptors Grade 7 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain- specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.

Threshold Achievement Level Descriptors Grade 7 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity. • Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors Grade 7 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Effectively engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate sources' uses and limitations. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors Grade 8 English Language Arts/Literacy

Grade 8 ELA/Literacy Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
READING Literary Text Targets 1–7	• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity. • Partially summarize central ideas and key events using some details from texts of low-to- moderate complexity. • Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types. • Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.
READING Informational Text Targets 8–14	• Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details. • Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to- moderate complexity. • Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound. • Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view. • Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.

Threshold Achievement Level Descriptors Grade 8 English Language Arts/Literacy

Claim/Target	The student who just enters Level 2 should be able to:
WRITING Targets 1–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources. • With some support use basic language appropriate to the purpose and audience when revising or composing text. • Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate limited use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.

Threshold Achievement Level Descriptors Grade 8 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
READING Literary Text Targets 1–7	• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot. • Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity. • Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types. • Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.
READING Informational Text Targets 8–14	• Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details. • Determine connotative and denotative meanings of words and phrases. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation. • Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

Threshold Achievement Level Descriptors Grade 8 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
WRITING Targets 1–10	• Apply some narrative strategies when writing or revising one or more paragraphs. • Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Employ effective text features and visual components appropriate to purpose. • Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. • Use a range of precise language and vocabulary (including academic words, domain- specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. • Demonstrate some use of technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.

Threshold Achievement Level Descriptors Grade 8 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
READING Literary Text Targets 1–7	• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases. • Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity. • Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity. • Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity. • Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity. • Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation. • Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.
READING Informational Text Targets 8–14	• Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes. • Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details. • Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings in texts of high complexity. • Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information. • Delineate and evaluate the argument assessing whether the reasoning is sound. • Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view. • Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation. • Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.

Threshold Achievement Level Descriptors Grade 8 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
WRITING Targets 1–10	• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence. • Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. • Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts. • Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph. • Employ advanced text features and visual components appropriate to purpose. • Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text. • Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling). • Effectively use technology, including the Internet, to produce and publish writing.
SPEAKING/ LISTENING Target 4	• Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate uses and limitations of sources. • Generate an authoritative claim. • Evaluate and cite substantial, relevant evidence.

Threshold Achievement Level Descriptors Grade 11 English Language Arts/Literacy

Grade 11 ELA/Literacy Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
READING Literary Text Targets 1–7	• Identify key textual evidence to attempt to support simple inferences or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze some interrelationships of literary elements in texts of low to moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Identify elements that contribute to points of view and how they impact meaning. • Identify and determine meaning and impact of figurative language.
READING Informational Text Targets 8–14	• Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions. • Provide a simple summary of key events and/or details of a text. • Use sentence- and paragraph-level context and resources to determine meanings of words. • Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. • Analyze the connection of ideas within and between texts of low-to-moderate complexity. • Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact. • Demonstrate emerging knowledge of obvious genre interpretations and ideas. • Have limited engagements and interaction with source materials in common. • Partially account for elements that contribute to points of view. • Identify and begin to determine meaning and impact of figurative language.

Threshold Achievement Level Descriptors Grade 11 English Language Arts/Literacy

Claim/Target	The student who just enters Level 2 should be able to:
WRITING Targets: 1 and 3–10	• Apply some narrative strategies, textual structures, and transitional strategies for coherence. • Use minimal relevant details when writing or revising brief narrative texts. • Use minimal support and elaboration when writing brief informational/explanatory texts. • Demonstrate some ability to use appropriate text features. • Produce argumentative texts and attempt to acknowledge a counterclaim. • Demonstrate some awareness of audience and purpose when writing. • Pay limited attention to word choice and/or syntax. • Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. • Apply some revisions to narrative, informational, and argument texts. • Use basic technology, with support, for gathering information, making revisions, or producing texts.
SPEAKING/ LISTENING Target 4	• Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.
RESEARCH/ INQUIRY Targets 1–4	• Demonstrate minimal research and evaluation skills. • Draw broad conclusions from source materials. • Construct a partial or undeveloped claim with limited use of evidence. • Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. • Develop an argument with a claim and minimal support.

Threshold Achievement Level Descriptors Grade 11 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
READING Literary Text Targets 1–7	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize themes and some analysis of thematic development over the course of the text using relevant details. • Determine intended meanings of most words, including distinguishing connotation/ denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. • Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). • Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
READING Informational Text Targets 8–14	• Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. • Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details. • Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources. • Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information. • Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features. • Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation. • Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.

Threshold Achievement Level Descriptors Grade 11 English Language Arts/Literacy

Claim/Target	The student who just enters Level 3 should be able to:
WRITING Targets 1 and 3–10	• Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts. • Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence. • Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. • Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose. • Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/tone. • Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone. • Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. • Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics. • Follow directions when using tools of technology to gather information, make revisions, or produce texts.
SPEAKING/ LISTENING Target 4	• Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information. • Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.
RESEARCH/ INQUIRY Targets 1–4	• Use research/inquiry methods to explore a topic. • Select from and adequately analyze sources from a variety of perspectives and present findings. • Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. • Search for relevant authoritative information and evaluate the uses and limitations of source material. • Generate a specific debatable claim or main idea and cite some relevant evidence.

Threshold Achievement Level Descriptors Grade 11 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
READING Literary Text Targets 1–7	• Identify and analyze textual evidence in texts of high complexity. • Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.
READING Informational Text Targets 8–14	• Identify and analyze textual evidence in texts of high complexity. • Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence. • Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/ denotation, figurative language, words with multiple meanings, and specialized academic language. • Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity. • Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone. • Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity. • Analyze texts of high complexity to show how connections are made in development of complex ideas or events. • Analyze the effectiveness and impact of text structures and/or text features of highly complex texts. • Analyze figurative and connotative meanings of words and phrases in texts of high complexity.

Threshold Achievement Level Descriptors Grade 11 English Language Arts/Literacy

Claim/Target	The student who just enters Level 4 should be able to:
WRITING Targets 1 and 3–10	• Apply effective writing strategies and processes when writing and revising texts for all purposes. • Use precise language. • Use relevant and persuasive evidence. • Assess and synthesize supporting evidence. • Select technological tools based on appropriateness. • Apply grade-appropriate editing and revising skills.
SPEAKING/ LISTENING Target 4	• Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials. • Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.
RESEARCH/ INQUIRY Targets 1–4	• Employ multimodal resources to advance a persuasive and sustained exploration of a topic. • Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis. • Search for relevant information from diverse authoritative sources. • Systematically evaluate the uses and limitations of sources. • Generate authoritative claim. • Evaluate and cite substantial, relevant evidence.

THREASHOLD ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

ISAT Mathematics ALDs

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE | 711 TRS
WWW.SDE.IDAHO.GOV

Threshold Achievement Level Descriptors
Grade 3 Mathematics

ISAT MATHEMATICS ACHIEVEMENT LEVEL DESCRIPTORS

Grade 3 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays. • Determine the unknown number in a multiplication equation relating three whole numbers. • Apply the Commutative property of multiplication to mathematical problems with one- digit factors. • Recall from memory all products of two one-digit numbers. • Solve one- and two-step problems using all four operations with one- and two-digit numbers. • Identify patterns in the addition table.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Round whole numbers to the nearest 10 or 100.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Identify a fraction on a number line.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms. • Count unit squares to find the area of rectilinear figures.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring lengths using rulers marked with half-inch intervals. • Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.
CONCEPTS AND PROCEDURES Target K: Geometry	• Partition shapes into parts with equal areas.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

Claim/Target	The student who just enters Level 2 should be able to:
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Select the appropriate operation to solve one-step problems involving equal groups and arrays. • Use the properties of operations to multiply within the 10 by 10 multiplication table. • Fluently multiply within 100. • Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction on a number line with partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. • Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	• Generate measurement data by measuring length using rulers marked with quarter- inch intervals and represent the data on a line plot marked with quarter-inch intervals. • Solve word problems involving perimeters of polygons.
CONCEPTS AND PROCEDURES Target K: Geometry	• Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors
Grade 3 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Targets A, B, C, and D: Operations and Algebraic Thinking	• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers. • Apply strategies in multiplication. • Use relevant ideas or procedures to multiply. • Explain arithmetic patterns.
CONCEPTS AND PROCEDURES Target E: Number and Operations – Base Ten	• Use multiple strategies to fluently add within 1,000.
CONCEPTS AND PROCEDURES Target F: Number and Operations– Fractions	• Represent a fraction approximately on a number line with no partitioning.
CONCEPTS AND PROCEDURES Targets G and I: Measurement and Data	• Solve one-step addition problems involving all time intervals from hours to minutes. • Find the area of a rectilinear figure in a word problem.
CONCEPTS AND PROCEDURES Targets H and J: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target K: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Grade 4 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Add and subtract to solve one-step problems involving an unknown number.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number. • Generate a shape pattern that follows a given rule.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base- ten numerals and number names. • Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Recognize equivalent fractions using visual models. • Use visual fraction models to represent a problem. • Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in mathematical problems. • Use data from a given line plot using fractions 1/2, 1/4, and 1/8 to solve one-step problems. • Recognize whole-number degrees on a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Identify points, lines, line segments, and rays.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 4 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Multiply and divide to solve one-step problems involving equal groups or arrays.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	• Find factor pairs for whole numbers in the range of 1–100. • Identify apparent features of a pattern in a problem with scaffolding.
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	• Read and write multi-digit whole numbers less than or equal to 1,000,000 using base- ten numerals, number names, and expanded form. • Multiply four-digit whole numbers by a one-digit number.
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Generate equivalent fractions using visual models. • Identify and generate equivalent forms of a fraction with like denominators. • Add two fractions with respective denominators 10 and 100.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. • Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots. • Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.
CONCEPTS AND PROCEDURES Target L: Geometry	• Draw lines of symmetry for two-dimensional figures.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 4 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Target A: Operations and Algebraic Thinking	• Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
CONCEPTS AND PROCEDURES Targets B and C: Operations and Algebraic Thinking	N/A
CONCEPTS AND PROCEDURES Targets D and E: Number and Operations – Base Ten	N/A
CONCEPTS AND PROCEDURES Targets F, G, and H: Number and Operations – Fractions	• Compare two fractions with different numerators and different denominators using <, >, and =. • Compare two decimals to the hundredths using <, >, and = or a number line and justify the conclusions by using visual models.
CONCEPTS AND PROCEDURES Targets I, J, and K: Measurement and Data	• Apply the perimeter formula to rectangles in real-world problems. • Solve addition problems to find unknown angles on a diagram in mathematical problems.
CONCEPTS AND PROCEDURES Target L: Geometry	N/A
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors Grade 5 Mathematics

Grade 5 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write numerical expressions having one set of parentheses, brackets, or braces. • Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. • Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems. • Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6). • Multiply a whole number by a mixed number. • Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied. • Use visual models when multiplying two fractions between 0 and 1. • Perform division of a whole number by any unit fraction. • Understand that division of whole numbers can result in fractions.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert a whole number measurement to a decimal or fractional valued measurement within the same system (e.g., 30 in =ft). • Make a line plot and display data sets in whole and half units.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10. • Classify two-dimensional figures into categories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.

Threshold Achievement Level Descriptors Grade 5 Mathematics

Claim/Target	The student who just enters Level 2 should be able to:
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 5 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Write and interpret expressions with two different operations. • Compare two related numerical patterns within sequences and tables.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison. • Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors. • Perform the four operations on decimals to the hundredths. • Relate a strategy to a written method and explain the reasoning used.
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Subtract fractions and mixed numbers with unlike denominators in word problems. • Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers. • Multiply a mixed number by a mixed number. • Use visual models when multiplying two fractions, including when one fraction is larger than 1. • Interpret division of a whole number by any unit fraction.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	• Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system). • Make a line plot to display data sets in fractions of a unit (1/2, 1/4, 1/8). • Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Use $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments. • Classify two-dimensional figures into subcategories by their attributes or properties.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 5 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Operations and Algebraic Thinking	• Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.
CONCEPTS AND PROCEDURES Targets C and D: Number and Operations – Base Ten	• Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings
CONCEPTS AND PROCEDURES Targets E and F: Number and Operations – Fractions	• Use or create visual models when multiplying two fractions that are larger than 1.
CONCEPTS AND PROCEDURES Targets G and H: Measurement and Data	N/A
CONCEPTS AND PROCEDURES Target I: Measurement and Data	• Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.
CONCEPTS AND PROCEDURES Targets J and K: Geometry	• Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of 1/2, 1/4, or 1/10.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors Grade 6 Mathematics

Grade 6 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Find unit rates given two whole number quantities where one evenly divides the other.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model. • Add and subtract multi-digit decimals. • Find common factors of two numbers less than or equal to 40. • Find multiples of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Order fractions and integers. • Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Evaluate expressions with and without variables and without exponents. • Write one- and two-step algebraic expressions introducing a variable. • Solve one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Given a table of values for a linear relationship ($y = kx$ or $y = x \pm c$), create the equation.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of special quadrilaterals and triangles. • Draw polygons in the four-quadrant plane.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Understand that questions that lead to variable responses are statistical questions and vice versa. • Identify a reasonable measure of central tendency for a given set of numerical data. • Find mean and median.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 6 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unit rate problems. • Solve percent problems by finding the whole, given a part and the percent. • Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model. • Multiply and divide multi-digit decimal numbers. • Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.
CONCEPTS AND PROCEDURES Target D: The Number System	• Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models ($\|-3\| < \|-5\|$).
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems. • Identify equivalent expressions. • Write one-variable equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where p and q are nonnegative rational numbers. • Graph solutions to equations and inequalities on the number line. • Create the graph, table, and equation for a linear relationship ($y = kx$ or $y = x \pm c$) and make connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles. • Find the volume of right rectangular prisms with fractional or mixed number side lengths.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution. • Understand that a measure of center summarizes all of its values with a single number. • Summarize or display data in box plots. • Find the interquartile range. • Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context. • Pose statistical questions.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 6 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent. • Understand and explain ratio relationships between any two number quantities. • Identify relationships between models or representations.
CONCEPTS AND PROCEDURES Targets B and C: The Number System	• Use visual models in settings where smaller fractions are divided by larger fractions. • Understand and apply the fact that a fraction multiplied or divided by 1 in the form of a/a is equivalent to the original fraction.
CONCEPTS AND PROCEDURES Target D: The Number System	N/A
CONCEPTS AND PROCEDURES Targets E, F, and G: Expressions and Equations	• Using the properties of operations, show why two expressions are equivalent. • Solve equations and inequalities of the form $x + p = / \leq / \geq / < / > q$ or $px = / \leq / \geq / < / > q$, where • p and q are rational numbers. • Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.
CONCEPTS AND PROCEDURES Target H: Geometry	• Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.
CONCEPTS AND PROCEDURES Targets I and J: Statistics and Probability	• Predict effects on mean and median given a change in data points. • Complete a data set with given measures (e.g., mean, median, mode, interquartile range).
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors Grade 7 Mathematics

Grade 7 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.
CONCEPTS AND PROCEDURES Target B: The Number System	• Convert between familiar fractions and decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Apply properties of operations to expand linear expressions with integer coefficients. • Solve multi-step problems with decimal numbers. • Solve equations in the form of $px + q = r$, where p, q, and r are decimal numbers.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe geometric shapes with given conditions. • Use vertical angles expressed as numerical measurements to solve problems. • Calculate the area of a circle when the formula is provided and the area of quadrilaterals.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Determine whether or not a sample is random. • Find the range of a set of data about a given population. • Approximate the probability of a chance event by collecting data.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 7 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Represent proportional relationships in graphs and tables and solve one-step rate-related problems.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve mathematical problems using addition, subtraction, and multiplication on rational numbers. • Understand that $(-1)(-1) = 1$. • Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Add, subtract, and factor linear expressions with decimal coefficients. • Graph the solution set to a given inequality in the form of $x > p$ or $x < p$, where p is a rational number. • Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding. • Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Create a scale drawing of a given figure when a scale factor is given. • Determine the surface area of a right prism. • Use vertical angles expressed as variables to solve two-step problems.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Use random sampling to draw inferences about a population in familiar contexts. • Informally assess the degree of visual overlap of two numerical data distributions. • Calculate the theoretical probability of a compound event.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 7 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Target A: Ratios and Proportional Relationships	• Solve real-world problems involving proportional relationships that require one step with measurement conversions.
CONCEPTS AND PROCEDURES Target B: The Number System	• Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.
CONCEPTS AND PROCEDURES Targets C and D: Expressions and Equations	• Construct inequalities with two variables to solve problems.
CONCEPTS AND PROCEDURES Targets E and F: Geometry	• Describe the two-dimensional figures that result from slicing spheres and cones.
CONCEPTS AND PROCEDURES Targets G, H, and I: Statistics and Probability	• Generate multiple samples (or simulated samples) of the same size. • Determine which measures of variability should be used to draw informal comparative inferences about two populations. • Construct a simulation experiment and generate frequencies for compound events.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors Grade 8 Mathematics

Grade 8 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Target A: The Number System	• Identify numbers as rational or irrational.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000). • Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation. • Identify the *y*-intercept and calculate the slope of a line from an equation or graph. • Graph a system of linear equations and identify the solution as the point of intersection.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Identify whether an input/output pair satisfies a function. • Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table). • Construct a table to represent a linear relationship between two quantities. • Qualitatively describe a graph of a linear function.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Construct reflections across an axis and translations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Identify what a linear pattern looks like from a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 8 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Target A: The Number System	• Convert from fractions to repeating decimals. • Use rational approximations of familiar irrational numbers to make numerical comparisons.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Solve simple quadratic monomial equations and represent the solution as a square root. • Work with and perform operations with scientific notation of large numbers. • Identify unit rate of change in linear relationships (i.e., slope is the rate of change). • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution. • Solve a system of linear equations with integer coefficients using an algebraic strategy.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Classify functions as linear or nonlinear on the basis of the algebraic representation. • Determine the rate of change and the initial value of a function. • Know linear equations of the form $y = mx + b$ are functions. • Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Predict the location of point P after a transformation. • Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure. • Construct rotations of figures in a coordinate plane.
CONCEPTS AND PROCEDURES Target I: Geometry	• Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Describe outliers for a given scatter plot.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 8 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Target A: The Number System	• Approximate irrational numbers between two integers to a specified level of precision.
CONCEPTS AND PROCEDURES Targets B, C, and D: Expressions and Equations	• Write a system of two linear equations with two variables to represent a context.
CONCEPTS AND PROCEDURES Targets E and F: Functions	• Interpret the rate of change and initial value of a linear function in terms of its graph.
CONCEPTS AND PROCEDURES Targets G and H: Geometry	• Describe the impact of two transformations, including a dilation, on a figure. • Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.
CONCEPTS AND PROCEDURES Target I: Geometry	• Solve unfamiliar or multi-step problems involving volumes of cylinders.
CONCEPTS AND PROCEDURES Target J: Statistics and Probability	• Use the trend line or line of best fit to make predictions in real-world situations.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches.
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors Grade 9 Mathematics

Grade 9 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Target C Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, G, and J Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., x2x3 = xxxxx = x2+3. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Identify properties of two linear or two exponential functions. • Understand equivalent forms of linear and functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.

Threshold Achievement Level Descriptors Grade 9 Mathematics

Claim/Target	The student who just enters Level 2 should be able to:
PROBLEM SOLVING Targets A, B, C, and D & MODELING AND DATA ANALYSIS Targets A, B, C, D, E, F, and G	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING Targets A, B, C, D, E, F, G	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 9 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, G, and J, Algebra	• Create and use linear inequalities in two variables to model a situation and to solve a problem. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear and exponential functions by hand and by using technology. • Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.

Threshold Achievement Level Descriptors Grade 9 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
PROBLEM SOLVING Targets A, B, C, and D MODELING AND DATA ANALYSIS Targets A, B, C, D, E, F, and G	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING Targets A, B, C, D, E, F, G	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 9 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, G, and J: Algebra	• Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N:	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING Targets A, B, C, and D & MODELING AND DATA ANALYSIS Targets A, B, C, D, E, F, and G	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING Targets A, B, C, D, E, F, G	• Begin to construct chains of logic about abstract concepts autonomously.

Grade 10 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Targets D, E, F, G, I Algebra	• Solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., x2x3 = xxxxx = x2+3. • Represent quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials that simplify to quadratics..
CONCEPTS AND PROCEDURES Targets L, M, and N: Functions	• Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.

Threshold Achievement Level Descriptors Grade 10 Mathematics

Claim/Target	The student who just enters Level 2 should be able to:
PROBLEM SOLVING Targets A, B, C, and D & MODELING AND DATA ANALYSIS Targets A, B, C, D, E, F, and G	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING Targets A, B, C, D, E, F, G	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 10 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Targets D, E, F, G, and I, Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Explain solution steps as a process of reasoning. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve represents the solution set to an equation. • Add and subtract multi-variable quadratics and understand that quadratics are closed under subtraction.
CONCEPTS AND PROCEDURES Targets L, M, and N: Functions	• Appropriately graph and interpret key features of linear, quadratic, and exponential • functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of • change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and • by using technology. • Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities. • Divide linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.

Threshold Achievement Level Descriptors Grade 10 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
PROBLEM SOLVING Targets A, B, C, and D & MODELING AND DATA ANALYSIS Targets A, B, C, D, E, F, and G	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING Targets A, B, C, D, E, F, G	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 10 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Targets D, E, F, G, and I, Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving, quadratic equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.
CONCEPTS AND PROCEDURES Targets L, M, and N:	• Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
PROBLEM SOLVING Targets A, B, C, and D & MODELING AND DATA ANALYSIS Targets A, B, C, D, E, F, and G	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING Targets A, B, C, D, E, F, G	• Begin to construct chains of logic about abstract concepts autonomously.

Threshold Achievement Level Descriptors Grade 11 Mathematics

Grade 11 Mathematics Achievement Level Descriptors

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators. • Perform operations on rational numbers and familiar irrational numbers. • Understand that rational numbers are closed under addition and multiplication.
CONCEPTS AND PROCEDURES Target C: Quantities	• Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem. • Explain solution steps for solving linear equations and solve a simple radical equation. • Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^2x^3 = xxxxx = x^{2+3}$. • Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning. • Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane. • Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring. • Add multi-variable polynomials made up of monomials of degree 2 or less. • Graph and estimate the solution of systems of linear equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Understand the concept of a function in order to distinguish a relation as a function or not a function. • Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph. • Graph quadratic functions by hand or by using technology. • Identify properties of two linear or two quadratic functions. • Understand equivalent forms of linear and quadratic functions. • Build an explicit function to describe or model a relationship between two quantities. • Add, subtract, and multiply linear functions.
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.

Threshold Achievement Level Descriptors Grade 11 Mathematics

Claim/Target	The student who just enters Level 2 should be able to:
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy. • Use the necessary elements given in a problem situation to solve a problem. • Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.
COMMUNICATING REASONING	• Find and identify the flaw in an argument.

Threshold Achievement Level Descriptors Grade 11 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Apply all laws of exponents on expressions with exponents that have common denominators. • Rewrite expressions with rational exponents of the form (m/n) to radical form and vice versa. • Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.
CONCEPTS AND PROCEDURES Target C: Quantities	• Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions. • Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. • Choose the scale and origin of a graph or data display.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Create and use quadratic inequalities in two variables to model a situation and to solve a problem. • Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeroes, and explain the solution steps as a process of reasoning. • Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses. • Solve a quadratic equation with integer roots in standard form. • Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically. • Understand that the plotted line, curve, or region represents the solution set to an equation or inequality. • Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Identify the domain and range of linear, quadratic, and exponential functions presented in any form. • Use function notation to evaluate a function for numerical or monomial inputs. • Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. • Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology. • Analyze and compare properties of a linear function to properties of another function of any type. • Build a recursive function to describe or model a relationship between two quantities.

Threshold Achievement Level Descriptors Grade 11 Mathematics

Claim/Target	The student who just enters Level 3 should be able to:
CONCEPTS AND PROCEDURES Target O: Similarity, Right Triangles, and Trigonometry	• Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace. • Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.
COMMUNICATING REASONING	• Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument. • Use previous information to support his or her own reasoning on a routine problem.

Threshold Achievement Level Descriptors Grade 11 Mathematics

Claim/Target	The student who just enters Level 4 should be able to:
CONCEPTS AND PROCEDURES Targets A and B: Number and Quantity	• Explain the relationship between properties of integer exponents and properties of rational exponents.
CONCEPTS AND PROCEDURES Target C: Quantities	• Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.
CONCEPTS AND PROCEDURES Targets D, E, F, G, H, I, and J: Algebra	• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems. • Solve a formula for any variable in the formula. • Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations. • Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.
CONCEPTS AND PROCEDURES Targets K, L, M, and N: Functions	• Find the input of a function when given the function in function notation and the output, or find the output when given the input. • Describe complex features such as holes, symmetries, and end behavior of the graph of a function. • Graph functions both by hand and by using technology.
Target O: Similarity, Right Triangles, and Trigonometry	• Solve right triangle problems with multiple stages and in compound figures without scaffolding.
CONCEPTS AND PROCEDURES Target P: Statistics and Probability	• Interpret data to explain why a data value is an outlier.
PROBLEM SOLVING & MODELING AND DATA ANALYSIS	• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity. • Begin to solve problems optimally. • Construct multiple plausible solutions and approaches
COMMUNICATING REASONING	• Begin to construct chains of logic about abstract concepts autonomously.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

ISAT Science ALDs

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE | 711 TRS
WWW.SDE.IDAHO.GOV

Science End-of-Course Achievement Level Descriptors
Chemistry Advanced

Advanced – Chemistry
Chemistry students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to chemistry concepts.
Students at this level are able to do the following: • *Analyze the periodic table to predict physical and chemical properties.* • *Analyze the historical developments that resulted in the modern version of the periodic table.* • *Create and evaluate graphs of data.* • *Analyze the key concepts of the kinetic molecular theory.* • *Analyze and compare the common theories defining acids and bases.* • *Compare and contrast physical and chemical properties and changes and appropriate computations.* • *Perform and analyze computations using scientific notation, the metric system and dimensional analysis.* • *Compute and evaluate measurement uncertainty to include precision, accuracy and the rules for significant digits.* • *Perform and analyze calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.* • *Analyze and solve reaction stoichiometry problems.* • *Calculate and compare concentrations of solutions in various ways including molarity.* • *Analyze how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.* • *Calculate and analyze quantitative relationships involved in acid/base chemistry including pH.* • *Demonstrate and apply understanding of the scientific method.* • *Justify the selection and use of appropriate scientific equipment, materials and techniques.* • *Correctly write symbols, formulas and names for elements, ions and compounds.* • *Analyze how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.* • *Compare the polarity of chemical bonds using electronegativity.* • *Predict and analyze physical properties of compounds based upon the attractive forces between atoms and molecules.* • *Classify and explain the placement of all matter into appropriate categories.* • *Analyze the relationship and reactions of acids, bases, and salts.* • *Analyze the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.* • *Analyze the kinetic molecular theory and apply it to phases of matter.* • *Analyze and calculate the changes in heat energy that occur during chemical reactions and phase changes.* • *Apply the conservation of matter by balancing chemical equations.* • *Analyze the difference between exothermic and endothermic chemical reactions during chemical or physical changes.* • *Analyze the classic historical experiments that were used to identify the components*

Science End-of-Course Achievement Level Descriptors
Chemistry Advanced

Advanced – Chemistry
Chemistry students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to chemistry concepts.
of an atom and its structure. • *Determine the number of protons, neutrons and electrons for an atom, ion, or isotope.* • *Analyze the relationship between the structure of atoms and light absorption and emission.* • *Determine and compare and analyze electron arrangements of elements using electron configurations and orbital energy diagrams.* • *Analyze the law of conservation of mass and the law of definite proportions.* • *Analyze chemical equations for common types of chemical reactions and predict the products.* • *Analyze the factors that influence the rates of chemical reactions.* • *Analyze the role of chemistry in enabling technological advances.* • *Analyze the role of chemistry in energy and environmental issues.*

Science End-of-Course Achievement Level Descriptors
Chemistry Proficient

Proficient – Chemistry

Chemistry students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to chemistry concepts.

Students at this level are able to do the following:

- Use the periodic table to predict physical and chemical properties.
- Describe the historical development of the periodic table.
- Create and interpret graphs of data.
- Explain and interpret the key concepts of the kinetic molecular theory.
- Distinguish the common theories defining acids and bases.
- Identify, compare and contrast physical and chemical properties and changes and appropriate computations.
- Perform computations using scientific notation, the metric system and dimensional analysis.
- Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.
- Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- Analyze and solve reaction stoichiometry problems.
- Express concentrations of solutions in various ways including molarity.
- Interpret how the presence of solute particles can affect the properties of a solution and be able to do calculations involving colligative properties.
- Analyze quantitative relationships involved in acid/base chemistry including pH.
- Demonstrate an understanding of the scientific method.
- Select and use appropriate scientific equipment, materials and techniques.
- Correctly write symbols, formulas and names for common elements, ions and compounds.
- Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- Predict the polarity of chemical bonds using electronegativity.
- Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- Distinguish and classify all matter into appropriate categories.
- Explain the relationship and reactions of acids, bases, and salts.
- Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.
- Describe the Kinetic Molecular Theory as it applies to phases of matter.
- Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- Demonstrate the conservation of matter by balancing chemical equations.
- Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.
- Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
- Deduce the number of protons, neutrons and electrons for an atom or ion.
- Describe the relationship between the structure of atoms and light absorption and

Science End-of-Course Achievement Level Descriptors
Chemistry Proficient

Proficient – Chemistry
Chemistry students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to chemistry concepts.
emission. • *Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.* • *Illustrate the law of conservation of mass and the law of definite proportions.* • *Classify, write and balance chemical equations for common types of chemical reactions and predict the products.* • *Describe the factors that influence the rates of chemical reactions.* • *Assess the role of chemistry in enabling technological advances.* • *Evaluate the role of chemistry in energy and environmental issues.*

Science End-of-Course Achievement Level Descriptors
Chemistry Basic

Basic – Chemistry
Chemistry students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to chemistry concepts.
Chemistry students at this level are able to do the following: • *Recognize that the periodic table can be used to predict physical and chemical properties.* • *Identify the historical development of the periodic table.* • *Recognize graphs of data.* • *Identify the key concepts of the kinetic molecular theory.* • *Recognize the common theories defining acids and bases.* • *Identify physical and chemical properties and changes and appropriate computations.* • *Perform basic computations using scientific notation, the metric system and dimensional analysis.* • *Recognize aspects of measurement uncertainty including precision, accuracy and the rules for significant digits.* • *Perform some simple calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.* • *Solve simple stoichiometry problems.* • *Recognize concentrations of solutions in various ways including molarity.* • *Identify how the presence of solute particles affects the properties of a solution and be able to do calculations involving colligative properties.* • *Recognize quantitative relationships involved in acid/base chemistry including pH.* • *Identify the scientific method.* • *Identify scientific equipment, materials and techniques.* • *Recognize symbols, formulas and names for common elements, ions and compounds.* • *Identify how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.* • *Recognize the polarity of chemical bonds using electronegativity.* • *Identify physical properties of compounds based upon the attractive forces between atoms and molecules.* • *Classify some types of matter into appropriate categories.* • *Identify the relationship and reactions of acids, bases, and salts.* • *Identify the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.* • *Identify the Kinetic Molecular Theory.* • *Recognize the changes in heat energy that occur during chemical reactions and phase changes.* • *Recognize the conservation of matter by examining balanced chemical equations.* • *Recognize the difference between exothermic and endothermic chemical reactions during chemical or physical changes.* • *Recognize the classic historical experiments that were used to identify the components of an atom and its structure.* • *Recognize the number of protons, neutrons and electrons for an atom or ion.*

Science End-of-Course Achievement Level Descriptors
Chemistry Basic

Basic – Chemistry
Chemistry students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to chemistry concepts.
• *Recognize the relationship between the structure of atoms and light absorption and emission.* • *Identify electron arrangements of elements using electron configurations and orbital energy diagrams.* • *Identify the law of conservation of mass and the law of definite proportions.* • *Recognize chemical equations for common types of chemical reactions and identify the products.* • *Identify the factors that influence the rates of chemical reactions.* • *Identify the role of chemistry in enabling technological advances.* • *Identify the role of chemistry in energy and environmental issues*

Science End-of-Course Achievement Level Descriptors Biology Advanced

Advanced – Biology
Biology students performing at this level demonstrate a thorough conceptual understanding of science content and the application of skills and processes related to biological concepts.
Students at this performance level are able to do the following • *Analyze and apply the scientific meaning of system, order, and organization to a given system.* • *Use observations and data as evidence on which to base complex scientific explanations.* • *Evaluate and analyze changes that can occur in and among systems.* • *Calculate and make conversions using the metric system.* • *Analyze questions and concepts that guide scientific investigations.* • *Apply technology and mathematics to investigations.* • *Analyze and compare alternative explanations and models.* • *Analyze the differences among observations, hypotheses, and theories.* • *Evaluate technical writing, graphs, charts, and diagrams.* • *Apply the theory of evolution to explain how species change over time.* • *Evaluate how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.* • *Evaluate how matter tends toward more disorganized states (entropy).* • *Analyze how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.* • *Explain how the energy for life is primarily derived from the Sun through photosynthesis.* • *Analyze cellular respiration and the synthesis of macromolecules and compare the different processes.* • *Compare how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.* • *Compare the particular structures that underlie the cellular functions.* • *Analyze chemical reactions that occur in cells.* • *Analyze how cells use DNA to store and use information for cell functions.* • *Analyze how selective expression of genes can produce specialized cells from a single cell.* • *Analyze complex environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.* • *Predict how science advances technology and how technology advances science.* • *Analyze how science and technology are pursued for different purposes.* • *Compare the difference between renewable and nonrenewable resources.*

Science End-of-Course Achievement Level Descriptors Biology Proficient

Proficient – Biology
Biology students performing at this level demonstrate a general conceptual understanding of science content and the application of skills and processes related to biological concepts.
Students at this performance level are able to do the following: • *Explain the scientific meaning of system, order, and organization.* • *Apply the concepts of order and organization to a given system.* • *Use observations and data as evidence on which to base scientific explanations.* • *Measure changes that can occur in and among systems.* • *Analyze changes that can occur in and among systems.* • *Measure and calculate using the metric system.* • *Identify questions and concepts that guide scientific investigations.* • *Use appropriate technology and mathematics to make investigations.* • *Analyze alternative explanations and models.* • *Explain the differences among observations, hypotheses, and theories.* • *Analyze technical writing, graphs, charts, and diagrams.* • *Use the theory of evolution to explain how species change over time.* • *Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.* • *Explain how matter tends toward more disorganized states (entropy).* • *Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization.* • *Show how the energy for life is primarily derived from the Sun through photosynthesis.* • *Describe cellular respiration and the synthesis of macromolecules.* • *Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.* • *Identify the particular structures that underlie the cellular functions.* • *Explain cell functions involving chemical reactions.* • *Explain how cells use DNA to store and use information for cell functions.* • *Explain how selective expression of genes can produce specialized cells from a single cell.* • *Analyze simple environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.* • *Explain how science advances technology and how technology advances science.* • *Explain how science and technology are pursued for different purposes.* • *Describe the difference between renewable and nonrenewable resources.*

Science End-of-Course Achievement Level Descriptors Biology

Basic

Basic – Biology
Biology students performing at this level demonstrate a partial conceptual understanding of science content and the application of skills and processes related to biological concepts.
Students at this performance level are able to do the following: • *Identify the scientific meaning of system, order, and organization.* • *Recognize the concepts of order and organization and how they are related to a given system.* • *Identify observations and data as evidence on which to base scientific explanations.* • *Identify changes that can occur in and among systems.* • *Measure using the metric system.* • *Identify questions that guide scientific investigations.* • *Identify appropriate technology and mathematics to make investigations.* • *Identify alternative explanations and models.* • *Recognize the differences among observations, hypotheses, and theories.* • *Uses technical writing, graphs, charts, and diagrams.* • *Identify the theory of evolution.* • *Recognize how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce.* • *Recognize that matter tends toward more disorganized states (entropy).* • *Recognize that organisms use the continuous input of energy and matter to maintain their chemical and physical organization.* • *Recognize that the energy for life is primarily derived from the sun through photosynthesis.* • *Recognize the process of cellular respiration.* • *Recognize that matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment.* • *Identify main cellular structures.* • *Identify cell functions involving chemical reactions.* • *Recognize that cells use DNA to store and use information for cell functions.* • *Recognize that the selective expression of genes can produce specialized cells from a single cell.* • *Identify environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production.* • *Recognize that science advances technology and that technology advances science.* • *Recognize that science and technology are pursued for different purposes.* • *Identify the difference between renewable and nonrenewable resources.*

ISAT SCIENCE ACHIEVEMENT LEVEL DESCRIPTORS

Elementary ISAT Science Achievement Level Descriptors

Section 1 Earth Science

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Earth's Place in the Solar System	Explain **observable** features of Earth's landscape, the appearance of stars in the night sky or the patterns created from the orbit and rotation of the Sun-Earth-Moon system by **identifying data** in graphical displays or in a model.	Explain the **ordered** observable **features** of Earth's landscape, the appearance of stars in the night sky or the patterns created from the orbit and rotation of the Sun-Earth-Moon system by **representing data** in graphical displays or models.	Explain the **ordered, observable** features of Earth's landscape, the appearance of stars in the night sky or the patterns created from the orbit and rotation of the Sun-Earth-Moon system by **analyzing and interpreting** graphical displays of data or models **as evidence.**	**Make a prediction regarding the ordered, observable** features of Earth's landscape, the appearance of stars in the night sky or the patterns created from the orbit and rotation of the Sun-Earth-Moon system by **evaluating and revising** graphical displays of data or models.

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Earth's Systems	*Make observations from data and/or collect information to identify parts of a model and reveal patterns that would show how the interactions between Earth's four major systems might cause patterned features of the Earth, including climate, distribution of water, and physical and biological constructive and deconstructive forces.*	*Represent data sets or graphs, and/or carry out investigations using models or information that shows how the interactions between Earth's four major systems might cause patterned features of the Earth, including climate, distribution of water, and physical and biological constructive and deconstructive forces.*	*Develop and/or use simple models, carry out investigations or evaluate evidence using reasoning and information regarding how the interactions between Earth's four major systems might cause patterned features of the Earth, including climate, distribution of water, and physical and biological constructive and deconstructive forces.*	*Develop and/or revise a model, analyze the data sets from an investigation using research methods to better communicate or predict how the interactions between Earth's four major systems might cause patterned features of the Earth, including climate, distribution of water, and physical and biological constructive and deconstructive forces.*
Earth and Human Activity	*Identify either weather-related hazards on humans or human activity on the Earth's resources and environments by using information and observations from sources.*	*Explain the cause and effect relationship of either weather-related hazards on humans or human activity on the Earth's resources and environments by using obtained information from a reliable source to compare multiple solutions.*	*Generate and evaluate the merits or accuracy of a solution that could explain and reduce the cause and effect relationship of either weather-related hazards on humans or human activity on the Earth's resources and environments by obtaining and using evidence from reliable sources.*	*Predict changes that can occur in the cause and effect relationships of either weather-related hazards on humans or human activity on the Earth's resources and environments by evaluating, comparing and revising a solution to a problem using evidence obtained from reliable sources.*

Section 2 Life Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
From Molecules to Organisms: Structure and Processes	*Identify components of a model that represent parts of a life cycle or behavioral system of organisms; **and** make observations about organisms that need food for the energy and materials to grow and repair their internal and external structures.*	*Support an argument by using a model that describes or represents the life cycles or behavioral systems of organisms; **and** support that organisms need food for the energy and materials to grow and repair their internal and external structures by identifying data as evidence.*	*Describe patterns in the life cycles or behavioral systems of organisms by developing and/or using a model; **and** construct an argument by using evidence that organisms need food for the energy and materials to grow and repair their internal and external structures.*	*Evaluate and revise a model that describes patterns in the life cycles or behavioral systems of organisms when a variable changes; **and** compare and refine arguments that organisms need food for the energy and materials to grow and repair their internal and external structures.*
Ecosystems: Interactions, Energy, and Dynamics	*Identify the parts of a model that represents interactions of organisms within an ecosystem and the cycling of matter through those interactions; **and** identifying data that can show how an ecosystem changed.*	*Describe the interactions of organisms within an ecosystem and the cycling of matter through those interactions by using a model; **and** collecting evidence that shows how an ecosystem can change.*	*Describe the interactions of organisms within an ecosystem and the cycling of matter through those interactions by developing and/or using a model; **and** using evidence to show the effect that occurs when one part of the ecosystem is changed.*	*Describes the interactions of organisms within an ecosystem and the cycling of matter through those interactions when more information is given by evaluating and revising a model; **and** predicting the effects of an ecosystem when one part of the ecosystem is changed.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Heredity: Inheritance and Variation of Traits	*Explain that organisms inherit the information that dictates how they look and function by collecting and recording data from pictures, drawings, and/or text;* ***and*** *making an observation about an organism when its environment changes.*	*Support an explanation that organisms inherit the information that dictates how they look and function by using data collected from tables and various graphical displays;* ***and*** *identifying information that would help explain what happens to an organism if the environment changes.*	*Construct an explanation that organisms inherit the information that dictates how they look and function by analyzing and interpreting various forms of data to;* ***and*** *construct an explanation using evidence that supports that an organism has changed in response to environmental changes.*	*Construct and revise an explanation that organisms inherit the information that dictates how they look and function by constructing, analyzing and interpreting tables and graphical displays of data;* ***and*** *predicting what would happen to an organism if its environment continues to change.*
Biological Evolution: Unity and Diversity	*Explain that when there is a change in the environment, certain individual organisms could have variations in traits that lead to advantages in survival and reproduction by identifying patterns in past or present organism characteristics that can be used as evidence;* ***and*** *explain that current, living organisms can only survive in particular environments or resemble organisms that once lived on Earth by using observations from pictures, drawings, and/or writings.*	*Support an explanation that when there is a change in the environment, certain individual organisms could have variations in traits that lead to advantages in survival and reproduction, or that living organisms resemble organisms that once lived on earth by identifying and/or recording past and present observations;* ***and*** *identify data that can be used to compare the merits of a solution that can affect a population of organisms.*	*Provide evidence that the when there is a change in the environment, certain individual organisms could have variations in traits that lead to advantages in survival and reproduction, or that living organisms resemble organisms that once lived on earth by analyzing and interpreting past and present organism characteristics;* ***and*** *analyze and compare the merits of a solution that can affect a population of organisms.*	*Evaluate and revise a constructed explanation that states that with a change in the environment, certain individual organisms could have variations in traits that lead to advantages in survival and reproduction, or that living organisms resemble organisms that once lived on earth by analyzing and interpreting past and present organism characteristics;* ***and*** *argue the merits of a solution that could affect a population of organisms by comparing sets of data.*

Section 3 Physical Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Matter and Its Interactions	*Determine if a chemical reaction occurs and a new substance is created, measuring and graphing quantities to show matter is always conserved regardless of the change that occurs by making observations about variables that are controlled; **and** show matter exists made of particles too small to be seen by developing a model.*	*Determine if a chemical reaction occurs and a new substance is created, measuring and graphing quantities to show matter is always conserved regardless of the change that occurs by using models to test variables that are controlled; **and** to show matter exists made of particles too small to be seen by developing a model.*	*Determine if a chemical reaction occurs and a new substance is created, measuring and graphing quantities to show matter is always conserved regardless of the change that occurs by conducting an investigation in which variables are controlled; **and** to show matter exists made of particles too small to be seen by developing a model.*	*Determine if a chemical reaction occurs and a new substance is created, measuring and graphing quantities to show matter is always conserved regardless of the change that occurs by evaluating and revising a model using quantitative data in which variables are controlled; **and** to show matter exists made of particles too small to be seen by developing a model.*
Motion and Stability: Forces and Interactions	*Identify questions from an investigation about cause and effect relationships between balanced and unbalanced forces (magnetism and/or gravity) and an object's motion.*	*Provide evidence supporting an argument about cause and effect relationships between balanced and unbalanced forces (magnetism and/or gravity) and an object's motion by using observations from an investigation.*	*Provide evidence to construct an argument about cause and effect relationships between balanced and unbalanced forces (magnetism and/or gravity) and an object's motion by asking questions, planning and conducting an investigation and/or using produced data.*	*Provide evidence to predict cause and effect relationships between balanced and unbalanced forces (magnetism and/or gravity) and an object's motion by asking questions, conducting and comparing two different investigations and/or using produced data.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Energy	*Make observations using produced data to ask questions on how energy can be used as a fuel or food; or be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents.*	*Make observations using produced data to provide evidence on how energy can be used as a fuel or food; or be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents.*	*Make predictions by using models or asking questions and provide evidence by using produced data on how energy can be used as a fuel or food, be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents.*	*Make predictions by evaluating and developing and/or revising models or asking questions and/or provide evidence by using produced data on how energy can be used as a fuel or food; or be transferred from stored and/or motion energy to different forms like sound, light, and electrical currents.*
Waves and their Applications in Technologies for Information Transfer	*Make observations about patterns of light or mechanical waves using models; **and** explain using evidence how reflected light from objects causes objects to be seen.*	*Describe the patterns of light or mechanical waves by using a given model; **and** explain using evidence how reflected light from objects causes objects to be seen. Compare multiple solutions to transfer information.*	*Describe the patterns of light or mechanical waves by creating a solution or developing and/or using a model; **and** explain using evidence how reflected light from objects causes objects to be seen. Construct and compare multiple solutions to transfer information.*	*Make predictions and describe the patterns of light or mechanical wave by developing and/or revising a model; **and** explain using evidence how reflected light from objects causes objects to be seen. Construct and compare multiple solutions to transfer information.*

Middle School ISAT Science Achievement Level Descriptors

Section 1 Earth Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Earth's Place in the Solar System	*Identify components of a model that measures and collects evidence to explain the similarities and differences in the patterned motions of the Sun-Earth-Moon system, the role of gravity in the motion of galaxies and the solar system, or the relative occurrence of events in the Earth's and solar system's history.*	*Identify data from tables and other graphical displays by developing and/or using a simple model that can be used as pieces of evidence to explain the patterned motions of the Sun-Earth-Moon system, the role of gravity in the motion of galaxies and the solar system, or the relative occurrences of events in the Earth's and solar system's history.*	*Explain the patterned motions of the Sun-Earth-Moon system, the role of gravity in the motion of galaxies and the solar system, or the relative occurrence of events in the Earth's and solar system's history by developing and/or using a model or by using graphical displays of data.*	*Explain the patterned motions of the Sun-Earth-Moon system, the role of gravity in the motion of galaxies and the solar system, or the relative occurrence of events in the Earth's and solar system's history by evaluating and/or revising a model based on constraints and data limitations.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Earth's Systems	*Identify the patterns in the flow or cycles of energy and matter throughout Earth's systems, including the sun and Earth's interior as primary energy sources by making measurements and/or observations from graphical data to help identify the components of a model;* ***and*** *explain that Earth's processes have changed the Earth's surface at varying spatial and time scales by identifying evidence.*	*Explain patterns using a model or using an investigation or using bar graphs, pictographs, and other various graphical data that supports how energy and matter flow or cycle throughout Earth's systems, including the sun and Earth's interior as primary energy sources;* ***and*** *explain that Earth's processes have changed the earth's surface at varying spatial and time scales by organizing evidence.*	*Develop, use and/or revise a model that shows patterns in the flow or cycles of energy and matter throughout Earth's systems, including the sun and Earth's interior as primary energy sources by analyzing data from an investigation;* ***and*** *construct an explanation for how Earth's processes have changed the Earth's surface at varying spatial and time scales by interpreting evidence.*	*Generate data that supports an explanation that shows patterns in how energy and matter flow or cycle throughout Earth's systems, including the sun and Earth's interior as primary energy sources by evaluating and revising a model;* ***and*** *evaluate the impact of new data by predicting how the Earth's processes will change the earth's surface at varying spatial and time scales if a new variable is introduced.*

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Earth and Human Activity	*Identify scientific questions using collected and/or graphically represented evidence regarding the dependency of humans on the environment for different resources; and identify evidence that can help design a simple solution that minimizes the effect of humans on the environment or identify the observed patterns that emerge between natural hazards and their related geological forces.*	*Ask questions about data or apply scientific ideas about the uneven distribution of natural resources and human dependence on the environment for those resources to design a simple solution that minimizes the effect of humans on the environment; **and** to explain the history of natural hazards and their related geological forces.*	*Ask questions and/or design a solution that could minimize the effect of humans on the environment by analyzing and interpreting sets of data regarding the uneven distribution of natural resources and human dependence on the environment for those resources; **and** explain the observable patterns seen in the data from the history of natural hazards and their related geological forces.*	*Evaluate and revise a question that can modify a design solution that minimizes the effect of humans on the environment by analyzing and interpreting sets of data regarding the uneven distribution of natural resources and human dependence on the environment for those resources; **and** explain the effect of humans on the environment; and predicts future patterns of natural hazards when considering the impact of humans on the environment.*

Section 2 Life Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
From Molecules to Organisms: Structure and Processes	*Organize information from an investigation to support an argument using evidence or identify the components of a model to explain that all living things are made up of cells that work together to form more complex structures and systems; both plants and animals convert energy into food sources but the process to do so is different; characteristic animal behaviors and specialized plant structures affect the probability of reproduction.*	*Support an argument using evidence by gathering and organizing information from an investigation or explain by using a model that all living things are made up of cells that work together to form more complex structures and systems; both plants and animals convert energy into food sources but the process to do so is different; characteristic animal behaviors and specialized plant structures affect the probability of reproduction.*	*Engage in an argument using evidence by gathering and synthesizing data from an investigation or explain by developing and/or using a model that all living things are made up of cells that work together to form more complex structures and systems; both plants and animals convert energy into food sources but the process to do so is different; characteristic animal behaviors and specialized plant structures affect the probability of reproduction.*	*Evaluate and revise a model or explanation using investigative data as evidence to support an argument that all living things are made up of cells that work together to form more complex structures and systems; both plants and animals convert energy into food sources but the process to do so is different; characteristic animal behaviors and specialized plant structures affect the probability of reproduction.*

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Ecosystems: Interactions, Energy, and Dynamics	*Explain the dynamic relationships and interactions between the diverse types of living and nonliving parts of an ecosystem including the flow of energy and the cycling of matter among organisms and abiotic components of an ecosystems by identifying components of a model; and support a solution to mitigate disruptions to any part of an ecosystem by human access to natural resources by organizing multiple graphical displays of data.*	*Explain the dynamic relationships and interactions between the diverse types of living and nonliving parts of an ecosystem including the flow of energy and the cycling of matter among organisms and abiotic components of an ecosystems by using a model; and support a solution to mitigate disruptions to any part of an ecosystem by human access to natural resources by organizing and identifying patterns from multiple graphical displays of data.*	*Explain and predict the dynamic relationships and interactions between the diverse types of living and nonliving parts of an ecosystem including the flow of energy and the cycling of matter among organisms and abiotic components of an ecosystems by developing and/or using a model; and design and support a solution to mitigate disruptions to any part of an ecosystem by human access to natural resources by analyzing and interpreting multiple graphical displays of data.*	*Explain and support that the dynamic relationships and interactions between the diverse types of living and nonliving parts of an ecosystem, including the flow of energy and the cycling of matter among producers, consumers, and decomposers when a variable in the system is changed by analyzing and/or revising a model;* ***and*** *design a solution to mitigate disruptions to any part of an ecosystem by human access to natural resources by evaluating limitations of data when analyzing and interpreting multiple graphical displays of data.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Heredity: Inheritance and Variation of Traits	*Describe the relationship among variables by identifying the components of a model that shows why sexual/asexual reproduction may have different results of genetic variation in offspring, and that complex and microscopic structural changes to genes (mutations) can be analyzed to determine how they affect the structure and function of an organism.*	*Describe the relationship among variables by using a model that shows why sexual/asexual reproduction may have different results of genetic variation in offspring, and that complex and microscopic structural changes to genes (mutations) can be analyzed to determine how they affect the structure and function of an organism.*	*Describe the relationship among variables by developing and/or using a model that shows why sexual/asexual reproduction may have different results of genetic variation in offspring, and that complex and microscopic structural changes to genes (mutations) can be analyzed to determine how they affect the structure and function of an organism.*	*Describe the relationship among variables by evaluating and revising a model that shows sexual/asexual reproduction may have different results of genetic variation in offspring or predicts what changes would occur in the function of an organisms if there is a mutation in the organism's genes.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Biological Evolution: Unity and Diversity	*Explain why species can change over time and communicate the similarities or differences found in past and present organisms or fossil records of past environmental conditions by identifying the patterns in large data sets;* ***and*** *construct an explanation using data about how humans influence the biodiversity of an area, and natural or artificial selection can give some organisms an advantage in survival and reproduction.*	*Explain why species can change over time and communicate the similarities or differences found in past and present organisms or fossil records of past environmental conditions by organizing and identifying the patterns in large data sets;* ***and*** *construct an explanation by gathering and using data about how humans influence the biodiversity of an area, and natural or artificial selection can give some organisms an advantage in survival and reproduction.*	*Explain why species can change over time and communicate the similarities or differences found in past and present organisms or fossil records of past environmental conditions by analyzing and interpreting the patterns in large data sets;* ***and*** *construct an explanation by gathering and synthesizing data about how humans influence the biodiversity of an area, and natural or artificial selection can give some organisms an advantage in survival and reproduction.*	*Analyze and evaluate an explanation using large data sets that show the similarities or differences found in past and present organisms or fossil records of past environmental conditions;* ***and*** *form an explanation by applying concepts of statistics and probability (variability) and synthesizing the data that as humans influence the biodiversity of an area, natural or artificial selection can give some organisms an advantage in survival and reproduction.*

Section 3 Physical Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Matter and Its Interactions	*Explain the conservation of mass when two substances react by identifying the components a model; **and** construct an explanation by interpreting data and using evidence that supports that the properties of matter are a function of the composition of atoms and molecules that make up matter, as well as the thermal energy.*	*Explain the conservation of mass when two substances react by using a model; **and** construct an explanation by gathering and interpreting data and using evidence that supports that the properties of matter are a function of the composition of atoms and molecules that make up matter, as well as the thermal energy.*	*Explain the conservation of mass when two substances react by developing and/or using a model; **and** construct an explanation by analyzing data and using evidence that supports that the properties of matter are a function of the composition of atoms and molecules that make up matter, as well as the thermal energy.*	*Explain the conservation of mass when two substances react by evaluating and revising a model; **and** predict how changes to the molecular structure or thermal energy of matter can affect its properties by using data and evidence.*
Motion and Stability: Forces and Interactions	*Identify questions, conduct an investigation, and identify data, regarding the relationship between mass, force, and motion, and the attractive and repulsive forces that act at a distance (electric, magnetic, and gravitational forces.)*	*Identify questions, conduct an investigation, and organize and use data to make a claim regarding the relationship between mass, force, and motion, and the attractive and repulsive forces that act at a distance (electric, magnetic, and gravitational forces.)*	*Ask questions, plan and conduct an investigation, and analyze and interpret data to make and support a claim regarding the relationship between mass, force, and motion, and the attractive and repulsive forces that act at a distance (electric, magnetic, and gravitational forces.)*	*Ask questions, conduct, evaluate, and revise an investigation, and analyze and evaluate data to make and support a claim regarding the relationship between mass, force, and motion, and the attractive and repulsive forces that act at a distance (electric, magnetic, and gravitational forces.)*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Energy	*Identify components of a model that investigates how kinetic and potential energy interact, transform, or transfer to another object;* ***and*** *collect and record data for an investigation that provides data regarding the temperature and total energy of a system and its dependency on a variety of factors, including the types and states of matter, as well as the amount of matter involved.*	*Describe kinetic and potential energy interact, transform, or transfer to another object by using a given model;* ***and*** *collect and record data regarding the temperature and total energy of a system and its dependence on a variety of factors, including the types and states of matter, as well as the amount of matter involved.*	*Describe how kinetic and potential energy interact, transform, or transfer to another object by developing and using a model or investigation;* ***and*** *provide evidence by analyzing data from an investigation that the temperature and total energy of a system is dependent on a variety of factors, including the types and states of matter, as well as the amount of matter involved.*	*Predict changes to the interaction of kinetic and potential energy, including how energy is transformed, or transferred to another object by evaluating and/or revising a model;* ***and*** *provide evidence that the temperature and total energy of a system is dependent on a variety of factors, including the types and states of matter, as well as the amount of matter involved by applying concepts of statistics and probability.*
Waves and their Applications in Technologies for Information Transfer	*Describe the patterns observed between wave characteristics and wave energy by identifying the mathematical components in a model;* ***and*** *show that waves are reflected, absorbed, or transmitted through various materials by selecting a claim with evidence.*	*Describe the patterns observed between wave characteristics and wave energy by using given mathematical representations in a model;* ***and*** *show that waves are reflected, absorbed, or transmitted through various materials by supporting a claim with evidence.*	*Describe the patterns observed between wave characteristics and wave energy by developing and using mathematical representations in a model;* ***and*** *show that waves are reflected, absorbed, or transmitted through various materials by constructing a claim supported by evidence.*	*Predict patterns between wave characteristics and wave energy by evaluating and revising a mathematical model;* ***and*** *provide evidence to support a claim that waves are reflected, absorbed, or transmitted through various materials by integrating qualitative, quantitative, and technical data.*

High School ISAT Science Achievement Level Descriptors

Section 1 Earth Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Earth's Place in the Solar System	*Identify the characteristics, processes and life cycles of objects in the solar system by identifying components and limitations of a model that uses mathematical representations;* ***and*** *identify and critique evidence that shows the motion of objects in our solar system and Earth's early formation and geologic history.*	*Explain algorithms and models that describe the characteristics, processes, and life cycles of objects in the solar system by using existing mathematical concepts and processes;* ***and*** *construct an explanation, which uses the relationship between different variables, for the motion of objects in our solar system and Earth's early formation and geologic history.*	*Collect data and explain the characteristics, processes, and life cycles of objects in the solar system by developing and/or using mathematical models;* ***and*** *construct an explanation based on qualitative and quantitative evidence for the motion of objects in our solar system and Earth's early formation and geologic history.*	*Make predictions regarding the characteristics, processes, and life cycles of objects in the solar system by evaluating and revising a mathematical model;* ***and*** *construct and revise an explanation based on evidence, scientific theories and laws for the motion of objects in our solar system and Earth's early formation and geologic history.*
Earth's Systems	*Identify components and limitations of a model or investigation, including mathematical algorithms and computations, to show that energy flows into and out of one Earth system and how energy flow can cause feedback effects to occur with other Earth systems, specifically with the planet's interactions with water, solar*	*Conduct an investigation or use an existing model, including mathematical algorithms and computations, to show that energy flows into and out of one Earth system, and how energy flow can cause feedback effects with other Earth systems, specifically with the planet's interactions with water, solar*	*Analyze and use evidence as support that variations in energy flow into or out of Earth systems will cause feedback effects with other Earth systems, specifically with the planet's interactions with water, solar radiation, geologic systems, and climate by developing and/or using a model to generate and use*	*Predict changes that can occur to the Earth's feedback mechanisms when a variable is either added or changed by evaluating and/or revising an investigation or computational model;* ***and*** *analyze the collected data by applying concepts of statistics and probability to show how energy flow into or out of an Earth system, specifically with*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
	radiation, geologic systems, and climate.	*radiation, geologic systems, and climate.*	*quantitative data from an investigation.*	*the planet's interactions with water, solar radiation, geologic systems and climate, affect those feedback effects.*
Earth and Human Activity	*Explain how human activity has been influenced by the availability of natural resources, natural hazards, and climate change by identifying and constructing graphical displays of data;* ***and*** *identify the impact of climate change on Earth's systems and human society and how human society has impacted the Earth's systems by using simple mathematical representations and/or algorithms.*	*Support a claim that human activity has been influenced by the availability of natural resources, natural hazards, and climate change by using data from graphical displays;* ***and*** *identify the rate of climate change and its impact on Earth's systems and human society and how human society has impacted the Earth's systems by using a computational model.*	*Construct an explanation by evaluating data for how human activity has been influenced by the availability of natural resources, natural hazards, and climate change;* ***and*** *predict the rate of climate change and its impact on Earth's systems and human society and how human society has impacted the Earth's systems by mathematically analyzing information from natural resource data and climate models.*	*Evaluate and/or revise an explanation for how human activity has been influenced by the availability of natural resources, natural hazards, and climate change by using mathematical thinking;* ***and*** *predict the rate of climate change and its impact on Earth's systems and human society and how human society has impacted the Earth's systems by applying techniques of algebra and functions to natural resource data and climate models.*

Section 2 Life Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
From Molecules to Organisms: Structure and Processes	*Identify the relationships between variables that contribute to the feedback mechanisms that maintain homeostasis through the structure, function, and processes of living systems;* ***and*** *identify the components and limitations of a model that can be used to support an explanation for how cellular respiration moves energy and matter through the body, forming different products, transferring energy, and replicating DNA and protein synthesis.*	*Collect data which will serve as evidence for a model that shows that feedback mechanisms maintain homeostasis through the structure, function, and processes of living systems by conducting an investigation;* ***and*** *support a claim by evaluating collected data regarding how cellular respiration moves energy and matter through the body, forming different products, transferring energy, and replicating DNA and protein synthesis.*	*Demonstrate that feedback mechanisms maintain homeostasis through the structure, function, and processes of living systems by developing and/or using a model;* ***and*** *construct an explanation for cellular respiration moves energy and matter through the body, forming different products, transferring energy, and replicating DNA and protein synthesis by evaluating data from an investigation.*	*Explain what happens to the feedback mechanisms that maintain homeostasis through the structure, function, and processes of living systems when a variable is changed by evaluating and revising a model;* ***and*** *make and support a claim that cellular respiration moves energy and matter through the body, forming different products, transferring energy, and replicating DNA and protein synthesis by applying scientific reasoning, theory and/or models.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Ecosystems: Interactions, Energy, and Dynamics	*Identify components or variables in the cycling and flow of matter and energy among organisms in an ecosystem by using mathematical thinking;* ***and*** *support that the interactions with biotic and abiotic factors in ecosystems help maintain the population and diversity of organisms by identifying patterns within the evidence.*	*Provide an explanation with data that shows how energy and matter flow and cycle among organisms in an ecosystem using mathematical representations; explain the interactions of biotic and abiotic factors in maintaining the population and diversity of organisms in an ecosystem by evaluating and identifying patterns seen in data that can be used as evidence;* ***and*** *identify disturbances in conditions, biological, physical, or human induced, that may result in a new ecosystem.*	*Support claims about the cycling of matter and flow of energy among organisms in an ecosystem by creating and/or using mathematical, computational and algorithmic representations;* ***and*** *construct an explanation for how interactions with biotic and abiotic factors in ecosystems maintain the population and diversity of organisms, but that disturbances in conditions, biological, physical or human induced, may result in a new ecosystem by using patterns, evidence and reasoning.*	*Explain that the cycling of matter and flow of energy among organisms in an ecosystem can be disturbed when a new variable is introduced by evaluating and revising a computational model or simulation; argue that interactions with biotic and abiotic factors in ecosystems maintain the population and diversity of organisms by using patterns as well as mathematical and computational evidence;* ***and*** *predict how an ecosystem might change with a disturbance in conditions, biological, physical or human induced.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Heredity: Inheritance and Variation of Traits	*Identify an observation or model of DNA, chromosomes, and traits;* ***and*** *identify evidence which supports a claim about genetic and environmental factors that may affect the variation and distribution of traits in a population by using graphical displays of data.*	*Ask a question that requires sufficient, empirical evidence to answer regarding the relationship of DNA, Chromosomes, and traits;* ***and*** *make a claim about genetic and environmental factors and their effect on variation within a population by analyzing data.*	*Ask and investigate a question which determines the relationship between the role of DNA and chromosomes, and traits by analyzing a model or theory;* ***and*** *construct an argument about genetic and environmental factors that may affect the variation and distribution of traits in a population by applying mathematical concepts to analyze evidence.*	*Analyze and evaluate the relationship between the role of DNA and chromosomes, and traits by using a question;* ***and*** *predict the variation and distribution of traits in population when a genetic and environmental factor is changed by applying concepts of statistics and probability to analyze evidence.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Biological Evolution: Unity and Diversity	*Identify and use genetic and anatomical evidence to support that evolution, extinction, and formation of new species is based on different environmental factors by obtaining evidence from texts and mathematical representations.;* ***and*** *identify causal and correlational relationships of environmental conditions and population adaptations.*	*Provide genetic and anatomical evidence for how given factors have resulted in diversity through evolution, extinction, and formation of new species by constructing and/or using graphical displays of data;* ***and*** *support that environmental conditions can lead to adaptations within populations by analyzing data to distinguish between causal and correlational relationships.*	*Construct an explanation for how given factors have resulted in diversity through evolution, extinction, and formation of new species by using genetic and anatomical information obtained from texts, mathematical, computational, and/or algorithmic representations;* ***and*** *support the argument that environmental conditions can lead to adaptations within populations by generating and analyzing mathematical data.*	*Evaluate and revise an explanation to predict what would happen to a current species when a given factor is changed by using genetic and anatomical information obtained from texts and/or mathematical, computational and/or algorithmic representations;* ***and*** *predict and support the adaptations a population may experience when environmental conditions are changed.*

Section 3 Physical Science

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Matter and Its Interactions (Chemistry)	*Identify the patterns in the periodic table as well as variables and limitations of a model that provides an explanation for the properties and characteristics of matter;* ***and*** *identify evidence for an explanation that any chemical process that occurs between matter is due to a collision of molecules, change in energy, and atom configuration of the elements involved by applying mathematical concepts to an investigation that produces data.*	*Provide an explanation for the properties and characteristics of matter by developing a model of atomic structure, including simple computations and algorithms, using the periodic table;* ***and*** *support the claim that any chemical process that occurs between matter is due to a collision of molecules, change in energy, and atom configuration of the elements involved by collecting data from an investigation that can be analyzed for patterned evidence.*	*Construct an investigation and/or mathematical model that explains the properties and characteristics of matter by using the periodic table, subatomic structures and corresponding electrical interactions;* ***and*** *provide quantitative and qualitative evidence that any chemical processes that occur between matter is due to a collision of molecules, change in energy and atom configuration of the elements involved.*	*Evaluate and/or revise a mathematical model or investigation that predicts the properties and characteristics of matter when a component is changed by using the periodic table, subatomic structures and corresponding electrical interactions;* ***and*** *construct and/or revise an explanation that any chemical processes that occur between matter is due to the collision of molecules, change in energy and atom configuration of elements.*

Discipline	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Motion and Stability: Forces and Interactions (Physics)	*Identify limitations or components of an investigation that shows the relationship between either force and the distance between interacting objects, or force, mass, and acceleration by collecting and/or producing data;* ***and*** *identify evidence that supports how an object moves by interpreting graphical displays of data.*	*Distinguish between causal and correlational relationships between force and the distance between interacting objects, or force, mass, and acceleration by using mathematical concepts and processes;* ***and*** *describe the motion of an object using mathematical and graphical representations.*	*Plan and conduct an investigation to serve as the basis for a model that explains the relationship between either force and the distance between interacting objects, or force, mass, and acceleration;* ***and*** *explain changes in the motion of an object by using mathematical, graphical, and computational analysis to observe patterns.*	*Evaluate and revise an explanation or predict changes to an investigative outcome, when a variable is changed when modeling the mathematical relationship between either force and the distance between interacting objects, or force, mass, and acceleration;* ***and*** *revise an explanation and predict changes in the motion of an object when new information is introduced using scientific ideas, principles, and/or evidence.*
Energy (Chemistry and Physics)	*Describe how energy transfers within and between systems by calculating quantities of energy or identifying components and variables of an investigation;* ***and*** *identify evidence that energy is not created nor destroyed, but converted to less useful forms by using a model.*	*Collect and/or use mathematical data from an investigation to serve as the basis for a model that provides evidence of energy transfer within and between systems;* ***and*** *support the claim that energy is not created nor destroyed, but converted into less useful forms by developing and/or using a model.*	*Create and use a mathematical model to describe how energy transfers within and between systems by using collected or produced data;* ***and*** *support the claim that energy is neither created nor destroyed, but converted to less useful forms by gathering empirical data.*	*Predict how energy transfers within and between systems by evaluating and revising a mathematical model using scientific ideas, principles, theories and/or newly added information or data;* ***and*** *support the claim that energy is neither created nor destroyed, but converted to less useful forms by analyzing, empirical data.*

Discipline	*Level 1 (Below Basic)*	*Level 2 (Basic)*	*Level 3 (Proficient)*	*Level 4 (Advanced)*
Waves and their Applications in Technologies for Information Transfer (Physics)	*Identify data that shows the relationship between wavelength, amplitude, and frequency, and other wave phenomena by integrating qualitative and quantitative information; **and** identify components of energy transfer by waves by using mathematical representations.*	*Apply quantitative data, hypotheses, and/or conclusions that shows the relationship between wavelength, amplitude, and frequency, and other wave phenomena; **and** describe energy transfer by waves by using mathematic and algorithmic thinking.*	*Analyze a claim regarding the relationship between wavelength, amplitude, and frequency, and other wave phenomena by using technical, scientific information; **and** explain how energy transfers and the effects on the wave due to the nature of a wave medium by creating or using computational models.*	*Evaluate evidence regarding the relationship between wavelength, amplitude, and frequency, and other wave phenomena by using models and technical scientific information; **and** predict the effects on the wave due to the nature of a wave medium use mathematical, computational and/or algorithmic produced data.*

~~IDAHO ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS~~

~~PERFORMANCE LEVEL DESCRIPTORS~~

~~English Language Arts and Mathematics~~
~~IDAPA 08.02.03.004~~

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

IDAHO ALTNERATE ASSESSMENT (IDAA)

Achievement Standards

Idaho State Board of Education

Approved by the State Board of Education
October 20, 2022

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE | 711 TRS
WWW.SDE.IDAHO.GOV

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Performance Levels

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

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

It is through PLDs that teachers, parents, and the public can see not only that grade-level content a student should know and do to meet expectations, but also how well the student needs to perform – what depth, breadth, and complexity is an appropriately high expectation. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.

IDAHO ALTERNATE ASSESSMENT

Idaho Alternate Assessment (IDAA) is a statewide assessment in English Language Arts (ELA)/literacy, mathematics, and science. The IDAA assesses the student's knowledge and skills on the Idaho Extended Content Standards, which are aligned with the Idaho Content Standards but have been reduced in depth, breadth, and complexity.

The IDAA is for only a small number of students with the most significant cognitive disabilities who must meet four participation criteria as determined by the individualized educational plan (IEP) team, representing about 1% of all students tested. Students who take the IDAA do not take the Idaho Standards Achievement Tests (ISAT).

ACHIEVEMENT STANDARDS

Achievement standards define how students are expected to demonstrate the mastery of the academic content standards. The achievement standards have three components: achievement levels, cut scores, and achievement level descriptors.

Achievement Levels

IDAA has four achievement levels: Advanced, Proficient, Basic, and Below Basic. The achievement levels describe the level of mastery that a student demonstrates on a given assessment.

- ***Advanced:*** *A student who performs at the* ***advanced*** *level demonstrates* ***thorough*** *knowledge, skills, and understanding of the content, practices, and concepts for each category, including the ability to use them in combination.*
- ***Proficient:*** *A student who performs at the* ***proficient*** *level demonstrates* ***adequate*** *knowledge, skills, and understanding of content, practices, and concepts for each category.*
- ***Basic:*** *A student who performs at the* ***basic*** *level demonstrates* ***partial or inconsistent*** *knowledge, skills, and understanding of the content in the category, but that understanding does not yet meet the expectations found in the Progress Indicator. This student's skills, knowledge and understanding are emerging.*

- ***Below Basic:*** *A student who performs at the* ***below basic*** *level demonstrates* ***minimal*** *knowledge, skills, and understanding of the content in the category. The student's level of understanding may be at a preliminary level, nonexistent, or incomplete, demonstrating that he/she has difficulty meeting the expectations.*

Cut Scores

Cut scores are specific to each content area and are used to assign students into achievement levels based on their scale scores. The cut score is the lowest obtainable scale score for the corresponding achievement level. There is no below basic cut score, as it is the lowest achievement level.

~~Table 1~~
~~Performance Level Scale Score Ranges~~

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

Table 1 IDAA ELA/Literacy Cut Scores

Achievement Level	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*	*Grade 10*
Advanced	*326*	*326*	*336*	*334*	*331*	*326*	*334*
Proficient	*300*	*300*	*300*	*300*	*300*	*300*	*300*
Basic	*276*	*267*	*278*	*277*	*277*	*280*	*282*

Table 2 IDAA Mathematics Cut Scores

Achievement Level	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*	*Grade 10*
Advanced	*326*	*332*	*316*	*329*	*325*	*332*	*324*
Proficient	*300*	*300*	*300*	*300*	*300*	*300*	*300*

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Basic	277	286	263	282	274	275	265

Table 3 IDAA Science Cut Scores

Achievement Level	Grade 5	Grade 8	Grade 11
Advanced	344	346	331
Proficient	300	300	300
Basic	273	280	270

Achievement Level Descriptors

Achievement level descriptors (ALDs) characterize how students in each achievement level typically demonstrate their knowledge and skills defined in the Idaho Extended Content Standards. ALDs are often referred to as Performance Level Descriptors (PLDs). For IDAA, ALDs are organized into a hierarchy of Sections, Categories, Progress Indicators, and Core Content Connectors, as defined below.

- **Section:** Each section organizes the ALDs into the major disciplines and domains identified in the Idaho Extended Content Standards. For the ELA/literacy and science ALDs, the section title appears as a header above the ALD tables.
- **Category:** The categories express the Progress Indicators and Core Content Connectors in a few keywords for organizational purposes. For the mathematics ALDs, the category title appears as a header above the ALD tables.
- **Progress Indicator:** Some sections of the Idaho Extended Content Standards organize Core Content Connectors with similar core ideas into Progress Indicators.
- **Core Content Connector:** Core Content Connectors (CCCs) are the individual standards contained within the Idaho Extended Content Standards.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

IDAA ELA/Literacy ALDs

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE | 711 TRS
WWW.SDE.IDAHO.GOV

IDAA ENGLISH LANGUAGE ARTS/LITERACY ACHIEVEMENT LEVEL DESCRIPTORS

Grade 3 ELA/Literacy ~~Performance~~ Achievement Level Descriptors

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

Section 1: Reading Informational Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Features	**E.RI.h** Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	Identify a text feature in a text (e.g., table of contents, diagrams, tables, animations).	Locate a key idea using text features (e.g., keywords or glossary).	Locate key ideas using text features to answer questions (e.g., sidebars, icons, maps, photographs).	Use text features to answer questions and expand understanding of key ideas.
Central Idea	**E.RI.i** Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information.	Identify the central idea.	Identify supporting details.	Identify and summarize or paraphrase central ideas and supporting details.	Identify, paraphrase, and summarize central ideas and supporting details. Determine the importance of information.
Comprehension	**E.RI.j** Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect).	Identify signal words.	Use signal words to interpret information (e.g., the connection between sentences or paragraphs).	Use signal words and semantic cues to interpret information (e.g., text structure and organization).	Use signal words, text structure, and semantic cues to interpret and organize information.
Supporting Details	**E.RI.k** Using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts. **E.RI.l** Using evidence to show how graphics/ visuals support central ideas.	Identify a piece of supporting evidence used in a text.	Determine the author's purpose or point of view (e.g., thought about a topic) in a text.	Use supporting evidence to compare texts (e.g., differing points of view on a topic) or parts of texts. Use illustrative or graphic evidence to demonstrate understanding of the text (e.g., where, when, why, how key events occur).	Use supporting evidence to analyze how texts or parts of texts present a main idea. Use illustrative and graphic evidence along with the text to identify information learned.
Author's Purpose	**E.RI.n** Analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning.	Identify facts, details, and ideas in a text.	Identify reasons that are supported by a fact, detail, or explanation in a text.	Analyze the authors use of facts, details, and explanations to develop ideas or support their reasoning.	Analyze how authors' develop ideas, support their points, or opinion by interpreting the author's use of facts, details, and explanations.

Section 2: Reading Literacy Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**E.RL.i** Using evidence from the text to summarize or make and support inferences, opinions, and conclusions. **E.RL.l** Using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions).	Identify a conclusion or inference based on the text. Identify a trait of a character.	Identify evidence from the text that supports an inference or a conclusion. Identify evidence that supports a character trait (e.g., motivation, actions, thoughts, words).	Use evidence from the text to support inferences or conclusions. Explain a character's motivations based on evidence (e.g., thoughts, words, actions, motivations).	Cite evidence from the text to support inferences, opinions or conclusions. Summarize the text using evidence. Analyze character traits, motivations, or character development based on evidence.
Classify Texts	**E.RL.j** Describing or classifying texts according to literary genre, text features, or author's style/perspective.	Identify literary genres, text features, or the author's style/perspective.	Identify the structure used by a genre (e.g., chapters, paragraphs, Table of Contents, rhyme, stanza, acts/scenes)	Describe the different structures across genres (e.g., rhyme shorter than stories; stanza instead of paragraph, dialogue without quotation marks). Identify an author's perspective or style.	Compare how structures, text features, or author's style is different based on genre (e.g., poem, drama, story). Distinguish differences in the perspective of characters or the narrator.
Central Idea and Theme	**E.RL.k** Identifying central ideas and key details to derive author's purpose, message or theme.	Identify the central idea, message, or theme of a text.	Recount texts by identifying details related to the author's purpose, message, or theme.	Describe key details used to determine the author's purpose, message, central ideas, or theme.	Derive the author's purpose, message, or theme using central ideas and key details.
Comprehension	**E.RL.h** Describing relationships among characters, setting, key events, and conflicts.	Identify a literary element (character, setting, events).	Identify a relationship between literary elements (e.g., characters and events, characters and conflicts, setting and conflicts).	Describe the relationships among and between characters, setting, key events, and conflicts.	Analyze how relationships among and between characters, setting, key events, and conflicts contribute to the plot (e.g., how a character's actions build conflict).
Author's Craft	**E.RL.m** Describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts.	Identify the author's point of view (e.g., first- or third-person) or theme within a text.	Identify an aspect of author's craft related to literary elements or theme in a text (e.g., how a character's point of view influences a conflict).	Describe aspects of author's craft when analyzing literary elements or theme within a text.	Analyze aspects of author's craft (e.g., how descriptive words or visuals create the mood in a given part of the story) when analyzing literary elements or themes within or across texts.

Section 3: Writing: Informational, Literary, and Persuasive

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Organizing Information	**E.WI.k** Locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources. **E.WI.l** Using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts. **E.WP.j** Developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets).	Locate information from a source(s) related to a topic.	Organize information related to a topic by using note-taking strategies (e.g., graphic organizer, labeling, listing). Identify appropriate linking words to connect ideas.	Organize and locate information and ideas from sources that are appropriately related to a topic. Draft an outline for a topic.	Use organizational strategies to locate, record, and meaningfully organize information. Relate topics and subtopics to appropriate evidence and facts in order to develop ideas or to relate to opposing sides of an issue.
Point of View	**E.WL.k** Taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description.	Identify a point of view to use in a story.	Identify thoughts or feelings that maintain a narrator or characters point of view in a story.	Maintain a point of view as a storyteller (e.g., seeing the story through the narrator or character's eyes). Use dialogue and descriptions to develop characters and advance the plot.	Establish and sustain a point of view for a narrator or character as storyteller. Develop characters and advance the plot through the use of setting, deeds, dialogue, and/or description.
Introduction	**E.WI.m** Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.") **E.WL.j** Writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue). **E.WP.k** Writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text.	Identify an introductory sentence for a text.	Create an introductory sentence for a text.	Create an introduction of several sentences or lines that sets the context (e.g., introduce a narrator or characters) or situation.	Create an introduction of several sentences or lines that states a focus, opinion, or controlling idea about a topic. Create an introduction that sets the context or situation and hooks readers.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Details	**E.WI.n** Selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary. **E.WI.p** Incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing. **E.WP.I** Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary.	Identify related facts, details, or text features to support a controlling idea.	Identify key details or vocabulary that help develop a controlling idea.	Select relevant facts, details, text features, or examples to support a controlling idea or opinion. Identify domain-specific vocabulary appropriate to the controlling idea.	Select and use relevant facts, details, text features, or examples to support and maintain a controlling idea or opinion. Select and use domain-specific vocabulary that enhances clarity and meaning.
Organization and Structure	**E.WI.o** Presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types. **E.WL.I** Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions. **E.WP.m** Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)	Identify factual information about topics (e.g., relevant facts, definitions, or details to develop the topic).	Identify how to group relevant details (e.g., placing information into a graphic organizer).	Identify the logical order to present information. Identify several related sentences and how they can be connected through transitions.	Present factual information that elaborates on subtopics of larger topics in a logical order. Utilize groups of relevant details that include related and varied sentence types and transitions to make connections and support opinions. Identify precise language (e.g., temporal words and phrases to signal event order) that helps elaborate a topic.
Write a Conclusion	**E.WI.q** Writing a conclusion or concluding statement that links back to the focus. **E.WL.m** Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned. **E.WP.n** Writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons.	Identify an appropriate concluding sentence.	Create a conclusion that provides a sense of closure.	Create a conclusion that links back to the focus or lesson learned and provides a sense of closure.	Create a satisfying or believable conclusion that links back to the focus or lesson learned. and summarizes key reasons.

Section 4: Language and Writing Across All Types

**Reading at the Word Level standards are presented with Progress Indicators*

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	**E.RWL.g** Applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning. **E.RWL.i** Determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary). **E.RWL.k** Distinguishing literal from figurative meanings of words and phrases used in different contexts.	Identify a word meaning based on word relationships or resources provided in the text.	Identify word meanings, including multiple meaning words, based on word relationships or referencing resources. Distinguish literal phrases from figurative phrases.	Identify word meanings, multiple meanings, and shades of meaning based on word relationships. Identify the figurative meanings of phrases.	Determine word meanings, multiple meanings, and shades of meanings based on roots and affixes added to known words. Identify the meaning of words based on sentence level context. Identify literal from figurative meanings of words or phrases when used in different contexts.
Word Use	**E.RWL.j** Integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed.	Identify a domain specific word as related to the topic.	Identify a grade-appropriate domain-specific word that helps clarify a topic.	Integrate newly learned words (including domain-specific words) in writing and in responses to texts read.	Integrate newly learned words and domain-specific words effectively and accurately into writing and in responses to texts.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Grade Appropriate Vocabulary	**3.WA.14** Use grade appropriate general academic and domain specific vocabulary accurately within writing.	Identify academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Sentence Structure	**3.WA.6** Use simple and compound sentences in informative/explanatory writing. **3.WA.8** Use correct subject-verb and pronoun-antecedent agreement within writing.	Sort simple and compound sentences. Identify the noun/pronoun or verb/antecedent that is needed to correctly complete a sentence.	Identify simple or compound sentences to support writing. Identify sentences that use correct subject-verb and pronoun-antecedent agreement.	Identify and use simple or compound sentences with correct subject-verb and pronoun-antecedent agreement in informative/explanatory writing.	Edit or revise sentences for correct subject-verb and pronoun-antecedent agreement in informative/explanatory writing.
Word Usage	**3.WA.5** Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. **3.WA.7** Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing. **3.WA.13** Choose words and phrases for appropriate effect (e.g. to inform) within writing.	Sort nouns (e.g., regular, irregular, abstract), verbs (e.g., regular, irregular, simple tenses), adjectives, or adverbs.	Identify a noun, verb, adjective, or adverb within writing.	Identify and use proper forms of nouns, verbs, adjectives and adverbs to maintain consistent writing.	Identify and integrate nouns, verbs, adjectives and adverbs in writing that are appropriate for style, effect, and consistency of writing.
Punctuation	**3.WA.9** Capitalize words in holidays, product names, geographic names, and appropriate words in a title. **3.WA.10** Use quotation marks within writing. **3.WA.12** Use commas accurately in addresses or dialogue within writing.	Identify capitalization, including proper nouns, quotation marks, and commas within writing.	Identify when capitalization, quotation marks, or commas should be used in writing.	Use capitalization, quotation marks, and commas appropriately in writing.	Edit or revise writing for use of correct capitalization, quotation marks.
Spelling	**3.WA.11** Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.	Sort words based on conventional spelling patterns or word families.	Identify conventional spelling and spelling patterns within words.	Use conventional spelling and spelling patterns for on grade level words to spell accurately.	Edit or revise writing when incorrect spelling is used.

Grade 4 ELA/Literacy ~~Performance~~ Achievement Level Descriptors

~~Level 1~~	~~Level 2~~	~~Level 3~~	~~Level 4~~
~~**Low text complexity**~~ ~~– Brief text with straightforward ideas and relationships; short, simple sentences.~~	~~**Low text complexity**~~ ~~– Brief text with straightforward ideas and relationships; short, simple sentences.~~	~~**Moderate text complexity**~~ ~~– Text with clear, complex ideas and relationships and simple; compound sentences.~~	~~**High text complexity**~~ ~~– Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.~~
~~**In reading, he/she is able to:**~~ • ~~identify a topic of a literary text~~ • ~~identify a detail from a literary text~~ • ~~identify a character in a literary text~~ • ~~identify charts, graphs, diagrams, or timelines in an informational text~~ • ~~identify a topic of an informational text~~ • ~~use context to identify the meaning of multiple meaning words~~ • ~~identify general academic words~~	~~**In reading, he/she is able to:**~~ • ~~determine the theme of literary text and identify supportive details~~ • ~~describe character traits using text-based details in literary text~~ • ~~determine the main idea of informational text~~ • ~~locate information in charts, graphs, diagrams, or timelines~~ • ~~use information from charts, graphs, diagrams, or timelines in informational text to answer questions~~ • ~~use general academic words~~	~~**In reading, he/she is able to:**~~ • ~~determine the theme of literary text and identify supportive details~~ • ~~determine the main idea of informational text~~ • ~~explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text~~ • ~~use information from charts, graphs, diagrams, or timelines in informational text to answer questions~~ • ~~use general academic words~~	~~**In reading, he/she is able to:**~~ • ~~determine the theme of literary text and identify supportive details~~ • ~~determine the main idea of informational text~~ • ~~explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text~~ • ~~use information from charts, graphs, diagrams, or timelines in informational text to answer questions~~ • ~~use general academic words~~
	~~**AND with Moderate text complexity**~~ ~~– Text with clear, complex ideas and relationships and simple; compound sentences.~~	~~**AND with High text complexity**~~ ~~– Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.~~	
	• ~~use details from a literary text to answer specific questions~~ • ~~use context to identify the meaning of multiple meaning words~~	• ~~use details from a literary text to answer specific questions~~ • ~~describe character traits using text-based details in literary text~~ • ~~use context to identify the meaning of multiple meaning words~~	
	~~**AND with accuracy, he/she is able to:**~~ • ~~identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)~~	~~**AND with accuracy, he/she is able to:**~~ • ~~identify grade level words~~	
~~**AND in writing, he/she is able to:**~~ • ~~identify the concluding sentence in a short explanatory text~~	~~**AND in writing, he/she is able to:**~~ • ~~identify elements of a narrative text to include beginning, middle, and end~~ • ~~identify a concluding sentence related to information in explanatory text~~	~~**AND in writing, he/she is able to:**~~ • ~~identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text~~	

Section 1: Reading Informational Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Features	**E.RI.h** Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	Identify a text feature in a text (e.g., table of contents, diagrams, tables, animations).	Locate a key idea using text features (e.g., keywords or glossary).	Locate key ideas using text features to answer questions (e.g., sidebars, icons, maps, photographs, diagrams, timelines).	Use text features to answer questions and expand understanding of key ideas. Explain how information presented visually contributes to understanding.
Central Idea	**E.RI.i** Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information.	Identify the central idea.	Identify supporting details connected to the central idea.	Identify and summarize or paraphrase central ideas and supporting details.	Identify, paraphrase, and summarize central ideas and supporting details to explain what the text says. Determine the importance of information.
Comprehension	**E.RI.j** Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare-contrast, cause-effect).	Identify signal words.	Use signal words to identify the organization of the text.	Use signal words and semantic cues to interpret information (e.g., text structure).	Use signal words, text structure, and semantic cues to interpret and organize information.
Supporting Details	**E.RI.k** Using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts. **E.RI.l** Using evidence to show how graphics/visuals support central ideas.	Identify a piece of supporting evidence used in a text.	Determine the author's purpose or point of view (e.g., firsthand or secondhand) in a text.	Use supporting evidence to compare texts (e.g., differing accounts of the same topic) or parts of texts. Use illustrative or graphic evidence to demonstrate understanding of the text.	Use supporting evidence to analyze how texts or parts of texts present a main idea (e.g., how different authors use the same or different reasons and evidence). Use illustrative and graphic evidence along with the text to interpret information and explain how it contributes to understanding.

Section 2: Reading Literacy Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**E.RL.i** Using evidence from the text to summarize or make and support inferences, opinions, and conclusions. **E.RL.l** Using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions).	Identify a conclusion or inference based on the text. Identify a trait of a character.	Identify evidence from the text that supports an inference or a conclusion. Identify evidence that supports a character trait (e.g., motivation, actions, thoughts, words).	Use evidence from the text to support inferences or conclusions. Describe character traits or motivations by using details (e.g., actions, deeds, dialogue, description, motivation, interactions).	Cite evidence from the text to support inferences, opinions or conclusions. Summarize the text or paraphrase portions of the text using evidence. Analyze character traits, motivations, or character

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
					development based on evidence.
Central Idea and Theme	**E.RL.k** Identifying central ideas and key details to derive author's purpose, message or theme.	Identify the central idea, message, or theme of a text.	Recount texts by identifying details related to the author's purpose, message, or theme.	Describe key details used to determine the author's purpose (e.g., what language did the author use to scare you, surprise you?), message, central ideas, or theme.	Derive the author's purpose, message, or theme using central ideas and key details.
Comprehension	**E.RL.h** Describing relationships among characters, setting, key events, and conflicts.	Identify a literary element (character, setting, events).	Identify a relationship between literary elements (e.g., characters and events, characters and conflicts, setting and conflicts).	Describe the relationships among and between characters, setting, key events, and conflicts.	Analyze how relationships among and between characters, setting, key events, and conflicts contribute to the text.
Author's Craft	**E.RL.m** Describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts.	Identify the author's point of view (e.g., first- or third-person) or theme within a text.	Identify an aspect of author's craft related to literary elements or theme in a text (e.g., how point of view influences the narration).	Describe aspects of author's craft when analyzing literary elements or theme within a text.	Analyze aspects of author's craft (e.g., patterns of events in different stories such as the quest, a universal theme such as good and evil) when analyzing literary elements or themes within or across texts.

Section 3: Writing: Informational, Literary, and Persuasive

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Organizing Information	**E.WI.I** Using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts. **E.WL.i** Using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution). **E.WP.j** Developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets).	Locate information from a source related to a topic.	Organize information related to a topic by using note-taking strategies (e.g., graphic organizer, labeling, listing). Identify appropriate linking words to connect ideas.	Organize and locate information and ideas that are appropriately related to a topic. Draft an outline for a topic.	Use organizational strategies to locate, record, and meaningfully organize information. Relate topics and subtopics to appropriate evidence and facts in order to develop ideas or to relate to opposing sides of an issue.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Point of View	**E.WL.k** Taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description.	Identify a point of view to use in a story.	Identify thoughts or feelings that maintain a narrator or character's point of view in a story.	Maintain a point of view as a storyteller (e.g., seeing the story through the narrator or character's eyes). Use dialogue and descriptions to develop characters and advance the plot.	Establish and sustain a point of view for a narrator or character as storyteller. Develop characters and advance the plot through the use of setting, deeds, dialogue, and/or description (e.g., concrete words and phrases and sensory details to convey experiences or events).
Introduction	**E.WI.m** Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.") **E.WL.j** Writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue). **E.WP.k** Writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text.	Identify an introductory sentence for a text.	Create an introductory sentence for a text.	Create an introduction of several sentences or lines that sets the context (e.g., introduce a narrator or characters) or situation.	Create an introduction of several sentences or lines that states a focus, opinion, or controlling idea about a topic. Create an introduction that sets the context or situation and hooks readers.
Supporting Details	**E.WI.n** Selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary. **E.WP.l** Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary	Identify related facts, details, or examples to support a controlling idea.	Identify key details or vocabulary that help develop a controlling idea.	Select relevant facts, details, or examples to support a controlling idea or opinion. Identify domain-specific vocabulary appropriate to the controlling idea.	Select and use relevant facts, details, or examples to support and maintain a controlling idea or opinion. Select and use domain-specific vocabulary that supports the controlling idea or opinion.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Organization and Structure	**E.WI.o** Presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types. **E.WL.I** Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions. **E.WP.m** Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.).	Identify factual information about topics (e.g., relevant facts, definitions, concrete details, quotations, or examples to develop the topic).	Identify how to group relevant details (e.g., placing information into a graphic organizer).	Identify the logical order to present information. Identify several related sentences and how they can be connected through transitions.	Present factual information that elaborates on subtopics of larger topics in a logical order. Utilize groups of relevant details that include related and varied sentence types and transitions to make connections and support opinions. Identify precise language (e.g., words and phrases to manage the sequence of events) that helps elaborate a topic.
Write a Conclusion	**E.WI.q** Writing a conclusion or concluding statement that links back to the focus. **E.WL.m** Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned. **E.WP.n** Writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons.	Identify an appropriate concluding sentence.	Create a conclusion that provides a sense of closure.	Create a conclusion that links back to the focus or lesson learned and provides a sense of closure.	Create a satisfying or believable conclusion that links back to the focus or lesson learned. and summarizes key reasons.

Section 4: Language and Writing Across All Types

**Reading at the Word Level standards are presented with Progress Indicators*

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	**E.RWL.i** Determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary). **E.RWL.k** Distinguishing literal from figurative meanings of words and phrases used in different contexts	Identify a word meaning based on word relationships or resources provided in the text.	Identify word meanings, including multiple meaning words, based on word relationships or referencing resources. Distinguish literal phrases from figurative phrases.	Identify word meanings, multiple meanings, and shades of meaning based on word relationships. Identify the figurative meanings of phrases.	Determine word meanings, multiple meanings, and shades of meanings based on roots and affixes added to known words. Identify the meaning of words based on sentence level context. Identify literal from figurative meanings of words or phrases when used in different contexts.
Word Use	**E.RWL.j** Integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed.	Identify a domain specific word as related to the topic.	Identify a grade-appropriate domain-specific word that helps clarify a topic.	Integrate newly learned words (including domain-specific words) in writing and in responses to texts read.	Integrate newly learned words and domain-specific words effectively and accurately into writing and in responses to texts.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Grade Appropriate Vocabulary	**4.WA.13** Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	Identify academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Word Usage	**4.WA.5** Use relative pronouns and relative adverbs in writing. **4.WA.6** Use prepositional phrases in writing. **4.WA.12** Choose words and phrases for appropriate effect (e.g., to inform) within writing.	Sort pronouns, adverbs, or prepositional phrases.	Identify a pronoun, adverb, or prepositional phrase within writing.	Identify and use proper pronouns, adverbs, and prepositional phrases to maintain consistent writing.	Identify and integrate pronouns, adverbs, and prepositional phrases in writing that are appropriate for style, effect, and consistency of writing.
Punctuation	**4.WA.9** Use correct capitalization in writing. **4.WA.10** Use commas and quotation marks in writing.	Identify capitalization, quotation marks, and commas within writing.	Identify when capitalization, quotation marks, or commas should be used in writing.	Use capitalization, quotation marks, and commas appropriately in writing.	Edit or revise writing for use of correct capitalization, quotation marks.
Spelling	**4.WA.11** Spell words correctly in writing, consulting references as needed.	Identify high frequency words that are spelled correctly.	Identify multisyllabic words that are spelled correctly.	Spell on grade level words accurately in writing. Spell words accurately by using references (e.g., spell check).	Determine when incorrect spelling is used in writing.

Grade 5 ELA/Literacy ~~Performance~~ Achievement Level Descriptors

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

Section 1: Reading Informational Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	**M.RI.b** Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	Identify a text structure or search tool in a text.	Use text structures, search tools, and signal words (e.g., knowing that "because" or "as a result of" may help link a cause to a result) to locate information.	Use text structures, search tools, and signal words to locate information and integrate information.	Interpret information from text structures, search tools, and genre features to analyze and integrate information.
Central Idea	**M.RI.c** Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.	Identify the central idea.	Ask questions and summarize the central idea.	Ask questions and summarize central ideas using relevant details.	Use knowledge of topics to ask and refine questions and summarize central ideas using relevant details.
Drawing Inferences	**M.RI.d** Using supporting evidence to draw inferences or compare content presented within or across texts.	Identify the evidence that supports a conclusion about the text (e.g., how did you know?).	Draw an inference supported by the text.	Use supporting evidence to draw inferences presented within text or to make comparisons within a text (e.g., the relationships or interactions between two or more individuals, events, ideas, or concepts).	Use supporting evidence to draw inferences or compare content presented within or across texts (e.g., overall structure such as chronology, comparison, cause/effect, problem/solution).
Author's Purpose	**M.RI.e** Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader.	Identify the author's viewpoint in a text.	Identify the author's purpose or viewpoint.	Identify the author's purpose, viewpoint, or potential bias.	Identify the author's purpose, viewpoint, or potential bias and explain its impact on the reader. Compare and contrast how different authors present events or accounts.
Supporting Details	**M.RI.f** Determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic.	Identify a supporting detail of a text.	Determine key details that support the same topic (e.g., what are the important things that you learned?).	Determine relevance or comparability of concepts and supporting details of a text.	Determine relevance or comparability of concepts and supporting details of a text and integrate within that text.
Author's Reasoning	**M.RI.g** Analyzing how an author develops ideas and supports a thesis or reasoning.	Identify the support an author uses for his or her idea.	Determine an author's ideas. Determine how an author supports his or her reasoning.	Describe how an author develops ideas and supports his or her reasoning.	Analyze how an author develops ideas and supports a thesis or reasoning.

Section 2: Reading Literacy Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**M.RL.b** Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).	Identify evidence from the text that supports a conclusion.	Identify evidence from the text that supports an inference or a conclusion.	Use evidence from the text to support inferences or conclusions.	Cite evidence from the text to support interpretations, inferences, or conclusions.
Central Idea and Theme	**M.RL.c** Summarizing and interpreting purpose or central ideas to derive a theme.	Identify the theme of a text.	Summarize the central idea of a text. Determine the theme of a text.	Summarize the purpose or central ideas of a text. Determine the theme of a text.	Summarize and interpret the purpose or central ideas of a text to derive a theme.
Literary Elements	**M.RL.d** Comparing literary elements (e.g., character, setting, plot/subplots) within or across text.	Identify a literary element (e.g., character, setting, plot/subplots) within a text.	Group literary elements within a text (e.g., main characters).	Compare literary elements within a text.	Compare and contrast literary elements within or across text.
Genre and Text Structure	**M.RL.e** Analyzing text according to text structure, genre features, or author's style.	Identify the genre of a text.	Determine the text structure or genre features of a text.	Explain the text structure, genre features, or author's style of a text.	Analyze a text according to text structure, genre features, or author's style.
Narrator's Point of View	**M.RL.f** Identifying and describing how the narrative point of view influences the reader's interpretation.	Identify the narrator of a text.	Determine the narrator's point of view of a text.	Determine and describe the narrator's point of view in a text.	Determine and describe how the narrative point of view influences the reader's interpretation.
Author's Craft	**M.RL.g** Applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text.	Identify the author's style or mood within a text.	Explain an aspect of an author's craft related to literary elements (e.g., metaphors and similes) or mood in a text.	Explain aspects of an author's craft when analyzing literary elements, style, or mood within a text.	Apply aspects of an author's craft when analyzing literary elements, style, or mood within or across a text.

Section 3: Writing: Informational, Literary, and Persuasive

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	**M.WI.a** Independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format. **M.WP.b** Using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view.	Locate information from a reference source to obtain factual information on a topic or text. Identify sources.	Locate information from a reference source to obtain factual information on a topic or text. List sources.	Locate information from a reference source to obtain factual information or supporting evidence on a topic, text, or perspective. List or cite sources using an established format.	Locate information from two or more reference sources to obtain factual information on a topic or to better understand a point of view. List or cite sources using an established format.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Point of View	**M.WL.b** Setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view. **M.WL.c** Maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing. **M.WP.c** Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented.	Identify a point of view in the text.	Determine a perspective or point of view on a topic or text in order to introduce a focus or to connect events.	Set and maintain a point of view or perspective and text structure appropriate to genre and focus. Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Establish and maintain a point of view, style, and text structure appropriate to the purpose, topic or genre. Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.
Central Idea	**M.WI.c** Establishing a central idea about a topic, investigation, issue, or event to introduce a focus/ controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")	Identify a central idea about a topic.	Determine a central idea about a topic to support an idea.	Determine a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.	Establish and expand upon a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.
Supporting Details	**M.WI.d** Selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea. **M.WL.d** Selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions). **M.WP.d** Selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience.	Select a relevant fact or reason to support a controlling idea.	Organize relevant facts, details, or evidence should be placed to support the controlling idea(s).	Select and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support a focus. Select and organize relevant facts and details to support claims of a text.	Select, use, and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support and maintain a focus. Select and use precise words to enhance imagery and tone. Select, use, and organize relevant facts and details to support claims of a text.
Organization and Structure	**M.WI.b** Using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics. **M.WI.e** Maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas. **M.WL.f** Refining overall coherence through literary techniques (e.g., imagery, personification, description). **M.WP.e** Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers.	Use a graphic organizer to sort provided details.	Identify an appropriate organizational strategy	Maintain text structure(s) of longer writing pieces appropriate to purpose and genre. Determine appropriate transitional words and phrases to connect ideas and relationships, develop a chain of reasoning, or use of literary techniques.	Maintain a (formal) style and text structure(s) of longer writing pieces appropriate to purpose, genre, continuity, and reasoning. Determine meaningful transitional words and phrases to connect ideas, relationships, points, and imagery. Use a chain of reasoning to develop logical connections and explanations of the topic in order to impact the reader.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Write a Conclusion	**M.WI.g** Writing a conclusion that links back to the focus/central idea and provides a sense of closure. **M.WL.g** Writing a conclusion that ties elements together, supports the theme, and provides a sense of closure. **M.WP.g** Writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn.	Choose an appropriate concluding sentence.	Identify a conclusion that provides a sense of closure.	Identify a conclusion that links back to the focus, central idea, or theme, and provides a sense of closure.	Identify a conclusion that links back to the focus and summarizes logic of reasoning, or calls on the central idea or theme, and provides a sense of closure.

Section 4: Language and Writing Across All Types

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	**M.RWL.a** Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words. **M.RWL.b** Analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context.	Identify a word meaning based on context.	Determine unknown word meanings by making connections to known words	Determine word meanings of unknown or multiple meaning words based on context, making connections, or through morphemes for unknown words.	Determine word meanings for unknown, multiple meaning words, and nuanced word meanings based on context, analyzing morphemes, and/or making connections between known and unknown words.
Word Use	**M.RWL.c** Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking. **M.RWL.e** Identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor).	Identify grade-appropriate academic and domain-specific vocabulary.	Identify the grade-appropriate academic and domain-specific vocabulary to use. Identify figurative language in reading and writing.	Integrate grade-appropriate academic and domain-specific vocabulary. Interpret use of literal or figurative language in reading and writing.	Integrate and interpret grade-appropriate academic and domain-specific vocabulary. Integrate and interpret use of literal or figurative language in reading and writing.

**Writing Across All Types standards are presented with Core Content Connectors*

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Grade Appropriate Vocabulary	**5.WA.14** Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify below grade level words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Word Relationships	**5.WA.13** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	Identify words with the same or opposite meaning.	Identify related words within writing.	Choose words for writing that use the relationship between them, to promote understanding of each of the words.	Choose word pairings for effect in writing that use the relationship between the words to promote understanding of each of the words and topic.
Word Usage	**5.WA.6** Recognize and correct inappropriate shifts in verb tense. **5.WA.7** Use appropriate verb tense to convey times, sequence, state, and condition. **5.WA.8** Identify and use conjunctions, prepositions, and interjections in writing.	Identify correct verb tense, conjunctions, prepositions, and interjections.	Use correct verb tense in writing.	Identify and use correct verb tense, conjunctions, prepositions, and interjections in writing.	Review writing for accurate use of verb tense, conjunctions, prepositions, and interjections.
Punctuation	**5.WA.9** Use punctuation to separate items in a series. **5.WA.10** Use commas accurately in writing.	Identify commas.	Use commas in writing.	Use commas, colons, and/or semicolons appropriately in writing. Use commas to separate items in a series.	Review writing for accurate use of commas, colons, and/or semicolons.
Spelling	**5.WA.11** Spell words correctly in writing, consulting references as needed.	Identify a short vowel pattern and long vowel pattern word that is spelled correctly.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify on grade level words that are spelled accurately in writing.	Determine when incorrect spelling is used in writing.

Grade 6 ELA/Literacy ~~Performance~~ Achievement Level Descriptors

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

Section 1: Reading Informational Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	**M.RI.b** Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	Identify a text structure or search tool in a text.	Use text structures, search tools, and signal words (e.g., knowing that "because" or "as a result of" may help link a cause to a result) to locate information.	Use text structures, search tools, and signal words to locate information and integrate information.	Interpret information from text structures, search tools, and genre features to analyze (e.g., what is learned from different media or formats) and integrate information.
Central Idea	**M.RI.c** Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.	Identify the central idea.	Ask questions and summarize the central idea.	Ask questions and summarize central ideas using relevant details.	Use knowledge of topics to ask and refine questions and summarize central ideas using relevant details.
Drawing Inferences	**M.RI.d** Using supporting evidence to draw inferences or compare content presented within or across texts.	Identify the evidence that supports a conclusion about the text.	Draw an inference supported by the text.	Use supporting evidence to draw inferences presented within text or to make comparisons within a text.	Use supporting evidence to draw inferences or compare content presented within or across texts (e.g., overall structure such as chronology, comparison, cause/effect, problem/solution).
Author's Purpose	**M.RI.e** Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader.	Identify the author's viewpoint in a text.	Identify the author's purpose or viewpoint.	Identify the author's purpose, viewpoint, or potential bias.	Identify the author's purpose, viewpoint, or potential bias and explain its impact on the reader. Compare and contrast how different authors present events or accounts.
Supporting Details	**M.RI.f** Determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic.	Identify a supporting detail of a text.	Determine key details that support the same topic (e.g., what are the important things that you learned?).	Determine relevance or comparability of concepts and supporting details of a text.	Determine relevance or comparability of concepts and supporting details of a text and integrate within that text.
Author's Reasoning	**M.RI.g** Analyzing how an author develops ideas and supports a thesis or reasoning.	Identify the support an author uses for his or her idea.	Determine an author's ideas. Determine how an author supports his or her reasoning (e.g., key individuals, events, or ideas in a text).	Describe how an author develops ideas and supports his or her reasoning (e.g., is support provided).	Analyze how an author develops ideas and supports a thesis or reasoning.

Section 2: Reading Literacy Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**M.RL.b** Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).	Identify evidence (e.g., (words, interactions, thoughts, motivations) from the text that supports a conclusion.	Identify evidence from the text that supports an inference or a conclusion.	Use evidence from the text to support inferences or conclusions.	Cite evidence from the text to support interpretations, inferences, or conclusions.
Central Idea and Theme	**M.RL.c** Summarizing and interpreting purpose or central ideas to derive a theme.	Identify the theme of a text.	Summarize the central idea of a text. Determine the theme of a text.	Summarize the purpose or central ideas of a text. Determine the theme of a text.	Summarize and interpret the purpose or central ideas of a text to derive a theme.
Literary Elements	**M.RL.d** Comparing literary elements (e.g., character, setting, plot/subplots) within or across texts.	Identify a literary element (e.g., character, setting, plot/subplots) within a text.	Group literary elements within a text (e.g., main characters).	Compare literary elements within a text.	Compare and contrast literary elements within or across text. Analyze how character interaction relates to the conflict and resolution of the text.
Genre and Text Structure	**M.RL.e** Analyzing text according to text structure, genre features, or author's style.	Identify the genre of a text.	Determine the text structure or genre features of a text.	Explain the text structure, genre features, or author's style of a text.	Analyze a text according to text structure, genre features, or author's style (e.g., how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot).
Narrator's Point of View	**M.RL.f** Identifying and describing how the narrative point of view influences the reader's interpretation.	Identify the narrator of a text.	Determine the narrator's point of view of a text.	Determine and describe the narrator's point of view in a text.	Determine and describe how the narrative point of view influences the reader's interpretation.
Author's Craft	**M.RL.g** Applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text.	Identify the author's style or mood within a text.	Explain an aspect of an author's craft related to literary elements (e.g., personification) or mood in a text.	Explain aspects of an author's craft when analyzing literary elements, style, or mood within a text.	Apply aspects of an author's craft when analyzing literary elements, style, or mood within or across a text.

Section 3: Writing: Informational, Literary, and Persuasive

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	**M.WI.a** Independently locating information from two or more reference sources to obtain factual information on a topic; listing/citing sources using an established format. **M.WP.b** Using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view.	Locate information from a reference source to obtain factual information on a topic or text. Identify sources.	Locate information from a reference source to obtain factual information on a topic or text. List sources	Locate information from a reference source to obtain factual information or supporting evidence on a topic, text, or perspective. List or cite sources using an established format.	Locate information from two or more reference sources to obtain factual information on a topic or to better understand a point of view. List or cite sources using an established format.
Point of View	**M.WL.b** Setting the context and tone and establishing a point of view. **M.WL.c** Maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing. **M.WP.c** Establishing a perspective on a topic or text in order to introduce a focus and provide context and plan a chain of logic to be presented.	Identify a point of view in the text.	Determine a perspective or point of view on a topic or text in order to introduce a focus or to connect events.	Set and maintain a point of view or perspective and text structure appropriate to genre and focus. Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Establish and maintain a point of view, style, and text structure appropriate to the purpose, topic or genre. Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.
Central Idea	**M.WI.c** Establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.	Identify a central idea about a topic.	Determine a central idea about a topic to support an idea.	Establish a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.	Establish and expand upon a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.
Supporting Details	**M.WI.d** Selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea. **M.WL.d** Selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone. **M.WP.d** Selecting and organizing relevant facts, text evidence/quotes or examples to support focus and possible opposing claims of the potential audience.	Select a relevant fact or reason to support a controlling idea.	Organize relevant facts, details, or evidence should be placed to support the controlling idea(s).	Select and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support a focus. Select and organize relevant facts and details to support claims of a text.	Select, use, and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support and maintain a focus. Select and use precise words to enhance imagery and tone. Select, use, and organize relevant facts and details to support claims of a text.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Organization and Structure	**M.WI.b** Using organizational strategies to analyze information and show relationships related to topics/subtopics. **M.WI.e** Maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas. **M.WL.f** Refining overall coherence through literary techniques. **M.WP.e** Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques which contribute to the impact on readers.	Use a graphic organizer to sort provided details.	Identify an appropriate organizational strategy.	Maintain text structure(s) of longer writing pieces appropriate to purpose and genre. Determine appropriate transitional words and phrases to connect ideas and relationships, develop a chain of reasoning, or use of literary techniques.	Maintain a (formal) style and text structure(s) of longer writing pieces appropriate to purpose, genre, continuity, and reasoning. Determine meaningful transitional words and phrases to connect ideas, relationships, points, and imagery. Use a chain of reasoning to develop logical connections and explanations of the topic in order to impact the reader.
Write a Conclusion	**M.WI.g** Writing a conclusion that links back to the focus/central idea and provides a sense of closure. **M.WL.g** Write a conclusion that ties elements together, supports the theme, and provides a sense of closure. **M.WP.g** Writing a conclusion that links back to the focus, summarizes logic of reasoning, and provides a sense of closure for conclusions drawn.	Choose an appropriate concluding sentence.	Identify a conclusion that provides a sense of closure.	Identify a conclusion that links back to the focus, central idea, or theme, and provides a sense of closure.	Identify a conclusion that links back to the focus and summarizes logic of reasoning, or calls on the central idea or theme, and provides a sense of closure.

Section 4: Language and Writing Across All Types

**Reading at the Word Level standards are presented with Progress Indicators*

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	**M.RWL.a** Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words. **M.RWL.b** Analyzing morphemes to determine word meanings in and out of context.	Identify a word meaning based on context.	Determine unknown word meanings by making connections to known words	Determine word meanings of unknown or multiple meaning words based on context, making connections, or through morphemes for unknown words.	Determine word meanings for unknown, multiple meaning words, and nuanced word meanings based on context, analyzing morphemes, and/or making connections between known and unknown words.
Grade Appropriate Vocabulary	**M.RWL.c** Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking. **M.RWL.e** Identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles.	Identify grade-appropriate academic and domain-specific vocabulary.	Identify the grade-appropriate academic and domain-specific vocabulary to use. Identify figurative language in reading and writing.	Integrate grade-appropriate academic and domain-specific vocabulary. Interpret use of literal or figurative language in reading and writing.	Integrate and interpret grade-appropriate academic and domain-specific vocabulary. Integrate and interpret use of literal or figurative language in reading and writing.

**Writing Across All Types standards are presented with Core Content Connectors*

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Word Relationships	**6.WA.11** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.	Identify words with the same or opposite meaning.	Identify related words within writing.	Choose words for writing that use the relationship between them, to promote understanding of each of the words.	Choose word pairings for effect in writing that use the relationship between the words to promote understanding of each of the words and topic.
Grade Appropriate Vocabulary	**6.WA.12** Use grade appropriate general academic and domain-specific words accurately within writing.	Identify below grade level words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Pronouns	**6.WA.7** Identify and use pronouns accurately in writing.	Identify pronouns in writing.	Identify appropriate pronouns in writing.	Identify and use appropriate pronouns in writing.	Review writing for accurate use of pronouns in writing.
Punctuation	**6.WA.8** Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.	Identify commas and/or parentheses.	Use commas and/or parentheses in writing.	Use commas in a series, parentheses, and/or dashes appropriately in writing.	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/ parenthetical elements.
Spelling	**6.WA.9** Spell words correctly in writing.	Identify a short vowel pattern and long vowel pattern word that is spelled correctly.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify on grade level words that are spelled accurately in writing.	Determine when incorrect spelling is used in writing.

Grade 7 ELA/Literacy Performance Achievement Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low text complexity – Brief text with straightforward ideas and relationships; short, simple sentences.	**Low text complexity** – Brief text with straightforward ideas and relationships; short, simple sentences.	**Moderate text complexity** – Text with clear, complex ideas and relationships and simple; compound sentences.	**High text complexity** – Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.
In reading, he/she is able to: • identify a theme from a literary text • identify an inference from a literary text • identify a conclusion from an informational text • identify a claim the author makes in an informational text • compare and contrast two statements related to the same topic • use context to identify the meaning of words	**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 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 • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases	**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 • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases
	AND with Moderate text complexity – Text with clear, complex ideas and relationships and simple; compound sentences.	**AND with High text complexity** – Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.	
	• use details to support themes from literary text • use details to support inferences from literary text	• use details to support themes from literary text • use details to support inferences from literary text	
AND in writing, he/she is able to: • identify a graphic that includes an event as described in a text	**AND in writing, he/she is able to:** • identify elements of an explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative	**AND in writing, he/she is able to:** • identify a sentence that provides a conclusion in narrative text	

Section 1: Reading Informational Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	**M.RI.i** Utilizing knowledge of text structures and genre features to locate, organize, or analyze important information.	Identify a text structure or genre feature in a text.	Use text structures and genre features to locate information.	Use text structures and genre features to locate, organize, or analyze information.	Use text structures and genre features to locate, organize, and analyze information (e.g., how ideas build upon one another).
Comprehension	**M.RI.l** Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information.	Identify the concept, topic, or subject of a source.	Distinguish information that is different across sources.	Compare information from multiple sources to develop deeper understanding of the concept, topic, or subject (e.g., how two or more authors write or present about the same topic).	Compare or integrate information from multiple sources to develop deeper understanding of the concept, topic, or subject. Resolve conflicting information by comparing how different presentations of information emphasize different evidence or advance different interpretations of facts.
Supporting Evidence	**M.RI.j** Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.	Identify supporting evidence of a text.	Identify supporting evidence that supports an inference drawn from the text.	Use supporting evidence to summarize central ideas and draw inferences from the text, or analyze connections within texts.	Use supporting evidence to summarize central ideas, draw inferences, and analyze connections within or across texts
Author's Reasoning	**M.RI.k** Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.	Identify the author's point of view or match an author's idea to his or her reasoning.	Identify the author's point of view or purpose. Identify how an author presents ideas, or how these ideas support his or her reasoning.	Describe how an author organizes, develops, or presents ideas or arguments. Describe how an author establishes a point of view or purpose. Describe how an author supports his or her reasoning. Describe how authors build supporting arguments	Analyze and explain why and how authors organize, develop, and present ideas or arguments. Analyze and explain why and how authors establish a point of view or purpose. Analyze and explain why and how authors build supporting arguments to affect the text as a whole (e.g., how the information in each section contribute to the whole or to the development of ideas).

Section 2: Reading Literacy Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**M.RL.i** Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	Identify evidence from the text that supports a summary of the text.	Select evidence from the text that supports summaries of text.	Use relevant evidence from the text to support summaries or interpretations of text.	Use a range of textual evidence to support summaries and interpretations of text.
Literary Elements	**M.RL.j** Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.	Identify a basic literary element within a text (plot, setting, or characters).	Describe changes in literary elements within a text (e.g., new motivations, interactions, lesson learned).	Explain how the use of literary elements and point of view influence development of plot, characters, or theme (e.g., cause/effects within the text).	Identify and analyze how the use of literary elements and point of view influence the development of plot, characters, or theme.
Comprehension	**M.RL.m** Evaluating and responding to a range of literature using given criteria.	Identify a type of literature using given criteria.	Describe literature using given criteria (e.g., the points of view of different characters in the same text).	Compare a range of literature using a given criteria (e.g., a fictional portrayal of a time, place, or character and a historical account of the same period).	Evaluate and respond to a range of literature using given criteria (e.g., compare and contrast a story, drama, or poem when presented in two different mediums).
Author's Craft	**M.RL.k** Identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning.	Identify literary techniques or narrative strategies.	Identify how literary techniques and narrative strategies interact in stories.	Explain how literary techniques and narrative strategies advance the plot (e.g., how setting shapes the characters or plot).	Explain the purpose of literary techniques and narrative strategies and how they advance the plot or impact meaning.

Section 3: Writing: Informational, Literary, and Persuasive

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	**M.WI.i** Independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format. **M.WP.j** Using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view.	List Internet search terms for a topic of study.	Locate information from a reference source to obtain factual information on a topic or text. Identify reliable sources	Locate information from a reference source to obtain factual and relevant information on a topic or text to better understand a point of view. List reliable sources using an established format.	Locate information from multiple reference sources to obtain factual, relevant, and contextually appropriate information on a topic or text to better understand possible points of view and perspectives. Cite reliable sources using an established format.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Point of View	**M.WL.j** Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style. **M.WL.k** Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing). **M.WP.k** Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented.	Establish a point of view in the text.	Describe a perspective or point of view on a topic or text in order to introduce a focus or to connect events.	Maintain a point of view or perspective and text structure appropriate to genre and focus. Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Establish and sustain a point of view, style, and text structure appropriate to the purpose, topic, or genre. Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.
Central Idea	**M.WI.j** Analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue.	Establish a focus or controlling idea about a topic.	Establish an introduction supportive of the focus or controlling idea (e.g., introduce a topic clearly, previewing information to follow and summarizing stated focus).	Organize information (e.g., (using definition, classification, comparison/contrast, or cause/effect) in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.	Present information in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.
Supporting Details	**M.WI.m** Selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea. **M.WL.l** Selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response. **M.WP.l** Selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience.	Choose a relevant fact or example to support a controlling idea or focus.	Determine where in the organization relevant facts, details, examples, or evidence should be placed to support the controlling idea(s) or focus.	Select and organize relevant facts, details, examples, quotations, or evidence to support a controlling idea or focus. Identify opposing claims related to the controlling idea or focus.	Select and organize relevant facts, details, examples, quotations, or evidence to support and maintain a controlling idea or focus. Select precise or nuanced language to evoke an emotional response. Respond to opposing claims of the audience.
Organization and Structure	**M.WI.k** Selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis. **M.WI.l** Including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice. **M.WL.n** Refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)	Identify an appropriate structure. Identify appropriate transitions.	Identify a text structure that develops information. Identify a formal style (e.g., third person for formal style). Identify domain-specific vocabulary appropriate to the topic.	Identify a text structure and transitions that organizes information in a way that supports the focus, controlling idea, or thesis. Include precise language and specialized domain-specific vocabulary. Maintain a knowledgeable stance and consistent voice (e.g., accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Identify and maintain an appropriate text structure and transitions that organizes, develops, and supports the focus, controlling idea, or thesis. Incorporate precise language and specialized domain-specific vocabulary. Refine overall coherence by maintaining a knowledgeable stance and consistent (formal) style and voice.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Write a Conclusion	**M.WI.n** Drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis. **M.WL.o** Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about. **M.WP.n** Drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition.	Identify a conclusion that recalls the main idea or focus.	Identify an appropriate conclusion that recalls the focus or central idea and provides a sense of closure.	Identify an appropriate conclusion that summarizes key points, follows a flow of ideas, recalls the theme, or generates a reflection.	Identify effective conclusions that synthesize information, summarize key points that link back to the focus or thesis, and follow a flow of ideas that reflects a response to the opposition.

Section 4: Language and Writing Across All Types

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	**M.RWL.f** Using connotations and denotations of words to extend and deepen definitional understanding. **M.RWL.g** Making conceptual connections between known and unknown words, using word structure, word relationships, or context.	Identify word meanings using word structure, word relationships, or context for known words.	Identify denotative word meanings using word structure, word relationships, or context.	Distinguish between connotative and denotative word meanings (e.g., slim, skinny, scrawny, thin) based on word structure, word relationships, or context.	Apply the connotations and denotations of words to extend and deepen definitional understanding. Make conceptual connections between known and unknown words using word structure, relationships (such as synonym/antonym), and context.
Analyzing Words	**M.RWL.k** Interpreting use of words/phrasing (e.g., figurative, symbolic, sensory). **M.RWL.l** Analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)	Identify the type of language used (e.g., allusion, personification, metaphor, simile, idiom, alliteration).	Identify the connotative and figurative meanings of a word or phrase.	Analyze the use of words and phrasing for their effect on the text or reader.	Analyze and interpret the use of figures of speech in context for their impact on the meaning of the text or effect on the reader.
Academic Vocabulary	**M.RWL.i** Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking.	Identify academic and domain-specific vocabulary.	Define grade-appropriate academic and domain-specific vocabulary.	Integrate grade-appropriate academic and domain-specific vocabulary.	Integrate and interpret grade-appropriate academic and domain-specific vocabulary accurately in reading and writing.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**7.WA.2** Provide evidence from grade appropriate texts to support analysis, reflection, and research.	Select evidence from texts that relates to a research topic.	Identify evidence from grade appropriate texts that can be used to support research.	Identify evidence from grade appropriate texts that connects to the researcher's analysis and reflection on a research topic.	Support the analysis, reflection, and research of a topic through the selection of appropriate and relevant evidence from grade appropriate texts.
Grade Appropriate Vocabulary	**7.WA.10** Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify general academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Writing Practices	**7.WA.5** Use simple, compound, complex, and compound-complex sentences within writing when appropriate. **7.WA.6** Use phrases and clauses accurately within a sentence.	Distinguish between a phrase and clause.	Identify a sentence as simple, compound, complex, or compound-complex.	Use simple, compound, complex, and compound-complex sentences within writing to express an idea. Use phrases and clauses accurately within a sentence.	Revise writing to use phrases and clauses accurately within simple, compound, complex, and compound-complex sentences.
Punctuation	**7.WA.7** Use commas to separate coordinate adjectives.	Identify commas in writing.	Use commas in writing.	Use commas appropriately in writing. Identify coordinate adjectives.	Use commas to separate coordinate adjectives.
Spelling	**7.WA.8** Spell words correctly in writing.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify grade appropriate words that are spelled accurately in writing.	Provide the correct spelling for grade appropriate words.	Determine the correct spelling for words that are incorrectly spelled within writing.

Grade 8 ELA/Literacy ~~Performance~~ Achievement Level Descriptors

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

Section 1: Reading Informational Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	**M.RI.i** Utilizing knowledge of text structures and genre features to locate, organize, or analyze important information.	Identify a text structure or genre feature in a text.	Use text structures, and genre features in informational text.	Use text structures and genre features to locate, organize, or analyze information	Use text structures and genre features to locate, organize, and analyze information.
Supporting Evidence	**M.RI.j** Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).	Identify supporting evidence of a text.	Identify supporting evidence that supports an inference drawn from the text.	Use supporting evidence to summarize central ideas and draw inferences from the text, or analyze connections within texts.	Use supporting evidence to summarize central ideas, draw inferences, and analyze connections within or across texts.
Author's Reasoning	**M.RI.k** Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.	Identify the author's point of view or match an author's idea to his or her reasoning.	Identify the author's point of view or purpose. Identify how an author presents ideas, or how these ideas support his or her reasoning.	Describe how an author organizes, develops, or presents ideas or arguments. Describe how an author establishes a point of view or purpose. Describe how an author supports his or her reasoning. Describe how authors build supporting arguments	Analyze and explain why and how authors organize, develop, and present ideas or arguments. Analyze and explain why and how authors establish a point of view or purpose. Analyze and explain why and how authors build supporting arguments to affect the text as a whole (e.g., how the information in each section contribute to the whole or to the development of ideas).

Section 2: Reading Literacy Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**M.RL.i** Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	Identify evidence from the text that supports a summary of the text.	Select evidence from the text that supports summaries of text.	Use relevant evidence from the text to support summaries or interpretations of text.	Evaluate and use the strongest textual evidence to support summaries and interpretations of text.
Literary Elements	**M.RL.j** Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.	Identify a basic literary element within a text (plot, setting, or characters).	Describe changes in literary elements within a text (e.g., new motivations, interactions, lesson learned).	Explain how the use of literary elements and point of view influence development of plot, characters, or theme (e.g., relationship of characters, setting, or plot to the theme).	Identify and analyze how the use of literary elements and point of view influence development of plot, characters, or theme (e.g., how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision).

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Comprehension	**M.RL.l** Analyzing or comparing texts according to text structure, genre features, or author's style or tone. **M.RL.m** Evaluating and responding to a range of literature using given criteria.	Identify a text's structure or genre. Identify a type of literature using given criteria.	Identify a text's tone. Describe literature using given criteria (e.g. points of view of different characters in the same text).	Compare texts according to text structure, genre features, style, or tone. Compare a range of literature using a given criteria (e.g., how modern works of literature draw ideas from past texts).	Compare or analyze texts according to their text structure, genre features, or style, or tone (e.g., how language use contributes to meaning). Evaluate and respond to a range of literature using given criteria (e.g., how differences in points of view of the characters and the audience or reader creates suspense or humor.)
Author's Craft	**M.RL.k** Identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning.	Identify literary techniques or narrative strategies.	Identify how literary techniques and narrative strategies interact in stories.	Explain how literary techniques and narrative strategies advance the plot (e.g., reveal aspects of a character).	Explain the purpose of literary techniques and narrative strategies and how they advance the plot or impact meaning.

Section 3: Writing: Informational, Literary, and Persuasive

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	**M.WI.i** Independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format. **M.WP.j** Using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view.	Locate information from a reference source on a topic or text.	Locate information from a reference source to obtain factual and relevant information on a topic or text. -Identify reliable sources	Locate information from a reference source to obtain factual, relevant, and contextually appropriate information on a topic or text to better understand a point of view. List reliable sources using an established format.	Locate information from multiple reference sources to obtain factual and contextual information on a topic or text to better understand possible points of view and perspectives. Cite reliable sources using an established format.
Point of View	**M.WL.j** Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style. **M.WL.k** Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing). **M.WP.k** Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented.	Establish a point of view in the text.	Describe a perspective or point of view on a topic or text in order to introduce a focus or to connect events.	Maintain a point of view or perspective and text structure appropriate to genre and focus. Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Establish and sustain a point of view, style, and text structure appropriate to the purpose, topic, or genre. Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Central Idea	**M.WI.j** Analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue.	Establish a focus or controlling idea about a topic.	Establish an introduction supportive of the focus or controlling idea (e.g., provide a clear introduction that previews information to follow and summarizes the stated focus).	Organize information (e.g., cause/effect, compare/contrast, descriptions, and examples) in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.	Present information in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.
Supporting Details	**M.WI.m** Selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea. **M.WL.l** Selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response. **M.WP.I** Selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience.	Choose a relevant fact or example to support a controlling idea or focus.	Determine where in the organization relevant facts, details, examples, or evidence should be placed to support the controlling idea(s) or focus.	Select and organize relevant facts, details, examples, quotations, or evidence to support a controlling idea or focus. Identify opposing claims related to the controlling idea or focus.	Select and organize relevant facts, details, examples, quotations, or evidence to support and maintain a controlling idea or focus. Select precise or nuanced language to evoke an emotional response. Respond to opposing claims of the audience.
Organization and Structure	**M.WI.k** Selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis. **M.WI.l** Including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice. **M.WL.n** Refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)	Identify an appropriate structure. Identify appropriate transitions.	Identify a text structure that develops information. Identify a formal style (e.g., third person for formal style). Identify domain-specific vocabulary appropriate to the topic.	Identify a text structure and transitions that organizes information in a way that supports the focus, controlling idea, or thesis. Include precise language and specialized domain-specific vocabulary. Maintain a knowledgeable stance and consistent voice (e.g., accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Identify and maintain an appropriate text structure and transitions that organizes, develops, and supports the focus, controlling idea, or thesis. Incorporate precise language and specialized domain-specific vocabulary. Refine overall coherence by maintaining a knowledgeable stance and consistent (formal) style and voice.
Write a Conclusion	**M.WI.n** Drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis. **M.WL.o** Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about. **M.WP.n** Drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition.	Identify a conclusion that recalls the main idea or focus.	Identify an appropriate conclusion that recalls the focus or central idea, and provides a sense of closure.	Identify an appropriate conclusion that summarizes key points, follows a flow of ideas, recalls the theme, or generates a reflection.	Identify effective conclusions that synthesize information, summarize key points that link back to the focus or thesis, and follow a flow of ideas that reflects a response to the opposition.

Section 4: Language and Writing Across All Types

**Reading at the Word Level standards are presented with Progress Indicators*

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	**M.RWL.f** Using connotations and denotations of words to extend and deepen definitional understanding. **M.RWL.g** Making conceptual connections between known and unknown words, using word structure, word relationships, or context.	Identify word meanings using word structure, word relationships, or context for known words.	Identify denotative word meanings using word structure, word relationships, or context.	Distinguish between connotative and denotative word meanings (e.g., bullheaded, willful, firm, persistent, resolute) based on word structure, word relationships, or context.	Apply the connotations and denotations of words to extend and deepen definitional understanding. Make conceptual connections between known and unknown words using word structure, relationships (such as synonym/antonym), and context.
Analyzing Words	**M.RWL.k** Interpreting use of words/phrasing (e.g., figurative, symbolic, sensory). **M.RWL.l** Analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?).	Identify the type of language used (e.g., irony, pun, allusion, analogy, metaphor, simile, idiom).	Identify the connotative and figurative meanings of a word or phrase.	Analyze the use of words and phrasing for their effect on the text or reader.	Analyze and interpret the use of words and phrasing for their impact on the text (e.g., how the use of figurative, connotative or technical terms affects the meaning or tone of text) or reader.
Academic Vocabulary	**M.RWL.i** Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking.	Identify academic and domain-specific vocabulary.	Define grade-appropriate academic and domain-specific vocabulary	Integrate grade-appropriate academic and domain-specific vocabulary.	Integrate and interpret grade-appropriate academic and domain-specific vocabulary accurately in reading and writing.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**8.WA.2** Provide evidence from grade texts to support analysis, reflection, and research.	Select evidence from texts that relates to a research topic.	Identify evidence from grade appropriate texts that can be used to support research.	Identify evidence from grade appropriate texts that connects to the researcher's analysis and reflection on a research topic.	Support the analysis, reflection, and research of a topic through the selection of appropriate and relevant evidence from grade appropriate texts.
Grade Appropriate Vocabulary	**8.WA.10** Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify general academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Writing Practices	**8.WA.4** Use active and passive verbs in writing. **8.WA.5** Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing. **8.WA.8** Use active and passive voice in writing to achieve particular effect. **8.WA.9** Use verbs in the conditional and subjunctive mood to achieve particular effect.	Identify the proper verb form to use in a sentence.	Identify verbs as indicative, imperative, interrogative, conditional, and/or subjunctive mood.	Identify appropriate verbs to establish active or passive voice within writing. Identify appropriate verb forms to maintain a consistent and appropriate writing conventions.	Integrate and use active and passive verbs, verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood, and active and passive voice to achieve a particular effect in writing.
Punctuation	**8.WA.6** Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	Identify commas, ellipsis, or dashes in writing.	Identify punctuation that is appropriately used in writing.	Use commas, ellipses, or dashes to indicate a pause or break in writing.	Review and revise writing to appropriately use commas, ellipses, or dashes to indicate a pause or break.
Spelling	**8.WA.7** Spell words correctly in writing.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify grade appropriate words that are spelled accurately in writing.	Provide the correct spelling for grade appropriate words.	Determine the correct spelling for words that are incorrectly spelled within writing.

Grade 10~~11~~ ELA/Literacy ~~Performance~~ Achievement Level Descriptors

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

Section 1: Reading Informational Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	**H.RI.c** Analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view.	Identify the organizational pattern used by the author. Identify the author's point of view or purpose in a text.	Identify idea development (e.g., the connections between key points) Identify where persuasive or propaganda techniques are used (e.g., key sentences or paragraphs that support claims).	- Explain the author's use of organizational patterns (e.g., how key points throughout a text determine the organizational pattern). - Explain how the author develops ideas and advances a point of view or purpose. - Identify the language or words that help advance an author's point.	Analyze the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view (e.g., how an author's ideas or claims are developed).
Supporting Evidence	**H.RI.b** Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored).	Identify supporting evidence of a text.	Determine which piece(s) of evidence provide the strongest support for an inference within a text.	Use supporting evidence to summarize central ideas or draw inferences within a text.	Use supporting evidence to summarize central ideas, draw inferences, and analyze connections within or across texts (e.g., how the central idea develops).
Comprehension	**H.RI.e** Synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message).	Identify the key information and central idea(s) within a source (e.g., a seminal U.S. document, a person's life story) that are developed.	Compare information across sources to Identify shared ideas or conflicting information (e.g., which details are emphasized in each account).	Analyze how multiple sources address similar ideas or central ideas or utilize information differently to develop ideas.	Synthesize information across multiple sources to develop an interpretation that goes beyond explicit text information.
Author's Reasoning	**H.RI.d** Describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information). **H.RI.f** Evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats).	Identify an author's approach, point of view, or perspective on a topic or topics in a text.	Identify claims and arguments made by the author. Identify the evidence an author uses to support claims, arguments, point of view, or perspective on a topic or topics in a text.	Trace the authors argument and specific claims and determine if an author's statements are true or false. Compare the argument and specific claims in two or more texts on related topics.	Evaluate authors' approaches, point of views, or perspectives on a topic or topics in two or more texts for effectiveness and credibility of arguments. Justify the more cogent viewpoint between multiple texts.

Section 2: Reading Literacy Text

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**H.RL.b** Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	Identify evidence from the text that supports the central idea of the text.	Determine evidence from the text that supports summaries of text.	Use evidence from the text to support summaries or interpretations of text.	Evaluate and use the strongest textual evidence to support summaries and interpretations of text.
Literary Elements	**H.RL.c** Identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes.	Identify the theme or central idea of a text. Identify a character with multiple or conflicting motivations.	Identify key details or literary elements that develop the theme. Identify how a character's point of view influences the plot.	Identify how literary elements and point of view interact to influence and develop the plot and subplots of a text. Identify how a complex character develops and changes in order to advance the plot and develop the theme.	Analyze how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters or universal themes (e.g., how a complex character develops over the course of a text, interacts with other characters, and advances the plot to develop the theme).
Comprehension	**H.RL.f** Analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place).	Identify a type of literature using given criteria (e.g., historical fiction, interpretation).	Identify where a text alludes to another piece of literature or draws on historical events.	Analyze how an author draws on source material in a specific work.	Analyze and critique a range of literature based on how it incorporates source material, a historical time or place, or based on other criteria of evaluation.
Author's Craft	**H.RL.d** Recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work.	Recognize literary language, literary devices, structure, or style in a text.	Identify where literary language, literary devices, structure, or style advance the plot.	Identify and evaluate how literary language, literary devices, genre structures, or discourse style advance the plot, or affect the tone or pacing of a work.	Interpret how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Section 3: Writing: Informational, Literary, and Persuasive

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	**H.WI.a** Using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue. **H.WP.a Using advanced searches** and analyses to better understand genres and techniques associated with argument and critique and their **intended audiences** (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents).	Identify search terms to locate relevant information. Identify a source, including historical and primary sources, to support understanding of a topic.	Identify relevant information from a source to establish a central question, focus, or thesis for a topic or issue. Identify when information is exaggerated or false.	Locate relevant information from multiple sources, including research studies, documentaries, and historical and primary sources that help establish a central question, focus, or thesis for a topic, problem, concept, or issue. Locate information in a source that provides a point of view or reasoning appropriate for the topic.	Evaluate a source to determine the argument within the text uses valid, accurate, and sufficient reasoning. Integrate information presented by others into a writing product while avoiding plagiarism.
Point of View	**H.WL.b** Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony). **H.WL.c** Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing).	Identify a point of view in the text.	Determine a perspective or point of view on a topic or text in order to introduce a focus or to connect events.	Maintain a point of view or perspective and text structure appropriate to genre and focus. Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Establish and sustain a point of view, style, and text structure appropriate to the purpose, topic, or genre. Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.
Central Idea	**H.WI.b** Organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis.	Identify a plan for writing (e.g., the topic, the central idea, the purpose, the audience).	Identify an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support the controlling idea and paragraph focus.	Identify a clear introduction that previews the information to follow and summarizes the stated focus. Identify relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.	Organize, analyze, and selectively integrate varied and complex information and text features to determine the significance to subtopics in order to establish and support a focus/controlling idea/thesis.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Details	**H.WL.d** Selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy). **H.WP.c** Establishing a **critical stance** and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience.	Identify details or evidence that support a coherent stance on a topic. Identify a clear claim(s) with specific evidence for a topic or text.	Identify words, phrases, and clauses to create cohesion within writing. Identify details and evidence that link the focus with the claims.	Identify words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence. Identify details and nuanced language to support the tone or mood.	Evoke an emotional response by using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Establish a critical stance by selecting details that link the focus or thesis with the major claims- counter claims as appropriate to intended audience.
Organization and Structure	**H.WI.c** Developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text. **H.WP.b** Organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis.	Identify an appropriate organization for information. Identify an appropriate text structure to link the focus/controlling idea/thesis with support.	Identify where in the organization information should be added to maintain coherence. Identify evidence that can support or refute claim(s) and counterclaim(s) related to the topic or thesis.	Develop a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claims, reasons, and evidence. Identify transitional words, phrases, and clauses that connect ideas and create cohesion within writing.	Organize, analyze, and develop coherence by selectively integrating varied and complex information among ideas and subtopics. Maintain appropriate text structure(s), using nuanced transitions, and varied syntax to link the focus/controlling idea/thesis with the major sections of text. Analyze the significance of evidence to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis.
Write a Conclusion	**H.WI.e** Drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented. **H.WL.o** Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection). **H.WP.e** Articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing.	Identify a conclusion that provides a sense of closure.	Identify a conclusion that states the significance of the topic, position, or thesis. Identify a conclusion that expresses implications or leaves readers with something to think about.	Identify a conclusion that follows the flow of ideas, reflects back on the theme, states the significance of the topic, position, or thesis. Identify a conclusion that presents a compelling call to action while reflecting sensitivity to the audience.	Identify a conclusion that synthesizes information, summarizes key points that link back to the topic, position, or thesis, and flows from ideas presented beyond a single source.

Section 4: Language and Writing Across All Types

**Reading at the Word Level standards are presented with Progress Indicators*

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	**H.RWL.b** Demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking. **H.RWL.d** Interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts.	Identify the meaning of a word or phrase by using context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue.	Identify the connotative and figurative meanings of a word or phrase (e.g., metaphors, similes, idioms, oxymoron).	Interpret the intent of language use in a variety of texts based on the contextual meaning of words and phrases as they are used.	Incorporate newly acquired domain-specific words and phrases accurately into writing. Interpret or compare the meaning and intent of language use in a variety of texts or contexts.
Analyzing Words	**H.RWL.c** Making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical).	Identify the connotative and figurative meanings of a word or phrase.	Identify the differences or changes in meaning of words with similar denotations.	Identify the conceptual connections between known and unknown words or phrases by analyzing the nuances in the meanings used in different contexts.	Analyze and explain how specific word choices within a text have an impact and are used in different contexts.
Academic Vocabulary	**H.RWL.b** Demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking.	Identify academic, domain-specific, and technical vocabulary.	Identify the academic, domain-specific, or technical vocabulary to use for a topic.	Use contextual understanding of academic, domain-specific, and technical vocabulary to provide meaning.	Use contextual understanding of academic, domain-specific, and technical vocabulary to integrate effective word choices in writing.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	**1112.WA.2** Provide evidence from literary or informational texts to support analysis, reflection, and research.	Identify evidence from literary or informational texts that relates to a research topic.	Identify evidence from literary or informational texts that can be used to support research.	Identify evidence from literary or informational texts that connects to the researcher's analysis and reflection on a research topic.	Support the analysis, reflection, and research of a topic through the selection of appropriate and relevant evidence from literary or informational texts.
Grade Appropriate Vocabulary	**1112.WA.8** Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify general academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Writing Practices	**1112.WA.6** Vary syntax within writing for effect.	Identify subjects and verbs in sentences.	Identify when sentences do or do not have a varied syntax.	Identify words that can be used to vary the syntax within writing.	Identify revisions that can be made to support a more varied syntax within writing for effect.
Punctuation	**1112.WA.4** Use hyphenation conventions.	Identify hyphens in writing.	Identify when a hyphen is used appropriately in writing.	Identify where to appropriate place a hyphen in order to follow hyphenation conventions.	Review and revise writing to appropriately use hyphenation conventions.
Spelling	**1112.WA.5** Spell correctly in writing.	Identify high frequency words.	Identify multisyllabic words that are spelled correctly.	Provide the correct spelling for grade level words.	Determine the correct spelling for words that are incorrectly spelled within writing.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

IDAA Mathematics ALDs

IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208-332-6800 OFFICE | 711 TRS
WWW.SDE.IDAHO.GOV

IDAA MATHEMATICS ACHIEVEMENT LEVEL DESCRIPTORS

Grade 3 Mathematics ~~Performance~~ Achievement Level Descriptors

~~Level 1~~	~~Level 2~~	~~Level 3~~	~~Level 4~~
~~**Low task complexity** – Simple problems using common mathematical terms and symbols~~	~~**Low task complexity** – Simple problems using common mathematical terms and symbols~~	~~**Moderate task complexity** – Common problems presented in mathematical context using various mathematical terms and symbols~~	~~**High task complexity** – Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements~~
~~**He/she is able to:**~~ • ~~solve addition problems~~ • ~~identify growing number patterns~~ • ~~identify an object showing a specified number of parts shaded~~ • ~~identify which object has the greater number of parts shaded~~ • ~~identify an object equally divided in two parts~~ • ~~identify the number of objects to be represented in a pictograph~~	~~**He/she is able to:**~~ • ~~solve addition and subtraction word problems~~ • ~~identify an arrangement of objects which represents factors in a problem~~ • ~~solve multiplication equations in which both numbers are equal to or less than five~~ • ~~identify multiplication patterns~~ • ~~identify a set of objects as nearer to 1 or 10~~ • ~~identify a representation of the area of a rectangle~~	~~**He/she is able to:**~~ • ~~solve addition and subtraction word problems~~ • ~~check the correctness of an answer in the context of a scenario~~ • ~~solve multiplication equations in which both numbers are equal to or less than five~~ • ~~identify multiplication patterns~~ • ~~match fraction models to unitary fractions~~ • ~~compare fractions with different numerators and the same denominator~~ • ~~transfer data from an organized list to a bar graph~~	~~**He/she is able to:**~~ • ~~solve addition and subtraction word problems~~ • ~~check the correctness of an answer in the context of a scenario~~ • ~~solve multiplication equations in which both numbers are equal to or less than five~~ • ~~identify multiplication patterns~~ • ~~match fraction models to unitary fractions~~ • ~~compare fractions with different numerators and the same denominator~~ • ~~transfer data from an organized list to a bar graph~~
	~~**AND with Moderate task complexity** – Common problems presented in mathematical context using various mathematical terms and symbols~~	~~**AND with High task complexity** – Common problems presented in mathematical context using various mathematical terms and symbols~~	
	• ~~identify geometric figures which are divided into equal parts~~	• ~~round numbers to nearest 10~~ • ~~identify geometric figures which are divided into equal parts~~ • ~~count unit squares to compute the area of a rectangle~~	

Category 1: Data Analysis, Probability, and Statistics

Core Content Connector	Below Basic	Basic	Proficient	Advanced
3.DPS.1q1 Collect data, organize into picture or bar graph. **3.DPS.1q2** Organize measurement data into a line plot. **3.DPS.1i1** Select the appropriate statement that describes the data representations based on a given graph.	Identify a picture graph or bar graph. Identify the title of a given graph.	Identify a line plot. Match a given picture graph or bar graph to the correct data set of up to three data points. Identify repeated values in a data set. Identify the categories/labels used in a given graph.	Match a given picture graph or bar graph to the correct data set of up to five data points. Identify a missing value in a picture graph or bar graph, given a data set of up to three data points. Identify the largest and smallest values in a data set.	Match a given line plot to the correct data set of up to five data points. Identify whether categories/labels used in a given graph are in the correct location. Identify a statement describing data given in a graph.

Category 3: Measurement

Core Content Connector	Below Basic	Basic	Proficient	Advanced
3.ME.1a1 Tell time to the nearest 5 minutes using a digital clock. **3.ME.1a2** Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour. **3.ME.1d1** Use tiling and addition to determine area. **3.ME.1d2** Measure area of rectilinear figures by counting squares. **3.ME.1f1** Select appropriate units for measurement (liquid volume, area, time, money). **3.ME.1f2** Add to solve 1 step word problems. **3.ME.1g1** Identify a figure as getting larger or smaller when the dimensions of the figure change. **3.ME.2e1** Select appropriate tool for measurement: liquid volume, area, time, money. **3.ME.2e2** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. **3.ME.2e3** Measure to solve problems using number lines and ruler to 1 inch, ½ inch, or ¼ of an inch. **3.ME.2h1** Use addition to find the perimeter of a rectangle. **3.ME.2i1** Estimate liquid volume.	Identify whether a rectilinear figure is divided into two parts accurately. Identify the larger of two similar shapes. Given pictures of measurement tools, identify a ruler or a digital clock. Given two whole-number measurements in inches on a number line, determine which measurement is larger. Distinguish between the inside and outside of a shape.	Identify the digital clock that represents a given time. Identify a shape covered in equally sized tiles. Identify a rectilinear figure. Match a given tool with what it measures. Limit to time, length, and weight. Measure whole-number inches on a ruler. Identify a rectangle with given dimensions.	Tell time to the nearest 5 or 15 minutes using a digital clock. Define area as the number of equally sized tiles covering a shape. Find the area of a rectangle covered in unit squares. Match a given tool with what it measures. Identify appropriate units for measures of money, length, and weight. Measure halves of an inch on a ruler. Solve one-step measurement problems including increments of ½ inch. Distinguish between definitions of area and perimeter. Find the perimeter of a rectangle given all whole number side lengths.	Tell time to the nearest hour or half hour using a digital clock. Find the area of a rectilinear figure covered in unit squares. Identify how many more squares are needed to cover the area of a rectangle. Limit to areas of 10 square units or less. Identify appropriate units for measurement. Determine how much longer the side length of one square is compared to another square. Measure fourths of an inch on a ruler. Solve one-step measurement problems including increments of ¼ inch. Given the perimeter of a rectangle and three whole-number side lengths, find the missing side length.

Category 4: Numbers and Operations

Core Content Connector	Below Basic	Basic	Proficient	Advanced
3.NO.1e1 Skip count by 100s. **3.NO.1e2** Mentally add or subtract 100 from a given set from the 100s family. **3.NO.1h1** Compare 3 digit numbers using representations and numbers. **3.NO.1j1** Build representations of numbers using hundreds, tens and ones. **3.NO.1j2** Write or select the expanded form for up to 3 digit number. **3.NO.1j3** Use place value to round to the nearest 10 or 100. **3.NO.1j4** Use rounding to solve word problems. **3.NO.1l1** Identify the number of highlighted parts (numerator) of a given representation. **3.NO.1l2** Identify the total number of parts (denominator) of a given representation. **3.NO.1l3** Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths). **3.NO.1l4** Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1. **3.NO.1l5** Locate given common unit fractions on a number line or ruler. **3.NO.2b1** Use the relationships between addition and subtraction to solve problems. **3.NO.2c1** Solve multi-step addition and subtraction problems up to 100. **3.NO.2d1** Find the total number of objects when given the number of identical groups and the number of objects in each group with neither number larger than 5. **3.NO.2d2** Find the total number inside an array with neither number in the columns or rows larger than 5. **3.NO.2d3** Solve multiplication problems with neither number greater than 5. **3.NO.2d4** Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5. **3.NO.2d5** Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of groups is not greater than 5. **3.NO.2e1** Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100.	Identify multiples of 100 given visual representations. Identify the smaller or larger of two numbers using models. Recognize that hundreds are greater than tens and tens are greater than ones given visual representations.	Add or subtract 100 from a given set from the 100s family using visual representations. Identify the smaller or larger of two three-digit numbers. Identify the number of hundreds, tens, and ones in a three-digit number. Identify the expanded form of a three-digit number. Round a two-digit number to the nearest ten and a three-digit number with 0 in the ones place to the nearest 100. Identify the number of shaded parts in a representation as the numerator and the total number of parts as the denominator. Solve one-step addition and subtraction problems up to 100. Solve products within 5×5 using visual representations.	Mentally add or subtract 100 from a given set from the 100s family. Compare two three-digit numbers. Represent the expanded form of a three-digit number. Round to the nearest 10 or 100. Match a fraction (halves, thirds, fourth, or eighths) with its representation. Solve multi-step addition and subtraction problems up to 100 without regrouping. Solve one-step word problems requiring addition and subtraction or multiplication within 10. Find the total number of objects in an array with rows and columns less than or equal to 5.	Use the fact that a hundred is the same as a bundle of ten tens and that a ten is the same as a bundle of ten ones to build representations or numbers. Identify numbers that round to a given value when rounded to the nearest 10 or 100. Write a fraction from its representation. Use the relationship between addition and subtraction to solve for a missing value in addition and subtraction problems other than the sum or difference. Solve two-step word problems requiring addition, subtraction, and multiplication within 100. Solve products within 5×5.

Category 5: Patterns, Relations, and Functions

Core Content Connector	Below Basic	Basic	Proficient	Advanced
3.PRF.1d1 Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results. **3.PRF.1e1** Describe the rule for a numerical pattern. **3.PRF.1e2** Select or name the 3 next terms in a numerical pattern where numbers increase by 2, 5 or 10. **3.PRF.1f1** Determine the equivalence between number of minutes and the fraction of the hour. **3.PRF.1f2** Determine the equivalence between the number of minutes and the number of hours. **3.PRF.2d1** Identify multiplication patterns in a real world setting. **3.PRF.2d2** Apply properties of operations as strategies to multiply and divide.	Determine which set is increasing or decreasing in amount. Determine which set of numbers is increasing by 1. Recognize that an hour is made up of smaller units called minutes and that there are 60 minutes in 1 hour.	Match multiplication and division problems within 5×5 with their visual representations. Identify the value of the rule for a numerical pattern when given the operation for the rule. Identify the number of minutes in a given number of hours including a fraction of an hour.	Represent multiplication and division problems within 5×5 using objects and groups. Determine the rule for a numerical pattern. Identify the 3 next terms in a numerical pattern where numbers increase by 2, 5, or 10. Identify the number of hours or fraction of an hour in a given number of minutes. Use the associative or commutative property to multiply.	Explain the parts of a multiplication or division model. Identify the next terms in a numerical pattern with the rule is not explicitly given where numbers increase by 2, 5, or 10. Identify multiplication patterns in a real-world setting. Use the distributive property to multiply or divide.

Category 6: Symbolic Expression

Core Content Connector	Below Basic	Basic	Proficient	Advanced
3.SE.1g1 Use =, <, or > to compare 2 fractions with the same numerator or denominator.	Identify the lesser or greater of two fractions with the same denominator.	Use <, =, > to compare two fractions with the same denominator.	Use <, =, > to compare two fractions with the same numerator.	Solve a word problem that involves comparing two fractions that either have the same numerator or same denominator.

Grade 4 Mathematics ~~Performance~~ Achievement Level Descriptors

~~Level 1~~	~~Level 2~~	~~Level 3~~	~~Level 4~~
~~**Low task complexity** - Simple problems using common mathematical terms and symbols~~	~~**Low task complexity** – Simple problems using common mathematical terms and symbols~~	~~**Moderate task complexity** – Common problems presented in mathematical context using various mathematical terms and symbols~~	~~**High task complexity** - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements~~
~~**He/she is able to:**~~ • ~~identify an array with the same number of objects in each row~~ • ~~identify values rounded to nearest tens place~~ • ~~identify equivalent representations of a fraction (e.g., shaded diagram)~~ • ~~compare representations of a fraction (e.g., shaded diagram)~~ • ~~identify a rectangle with the larger or smaller perimeter~~ • ~~identify a given attribute of a shape~~ • ~~identify the data drawn in a bar graph that represents the greatest value~~	~~**He/she is able to:**~~ • ~~match a model to an multiplication expression using two single digit numbers~~ • ~~identify a model of a multiplicative comparison~~ • ~~show division of objects into equal groups~~ • ~~round numbers to nearest 10, 100 or 1000~~ • ~~differentiate parts and wholes~~ • ~~compute the perimeter of a rectangle~~ ~~**AND with Moderate task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols~~ • ~~identify equivalent fractions~~ • ~~select a 2-dimensional shape with a given attribute~~	~~**He/she is able to:**~~ • ~~solve multiplication word problems~~ • ~~show division of objects into equal groups~~ • ~~round numbers to nearest 10, 100, or 1000~~ • ~~compare two fractions with different denominators~~ • ~~sort a set of 2-dimensional shapes~~ • ~~compute the perimeter of a rectangle~~ • ~~transfer data to a graph~~ ~~**AND with High task complexity** - Common problems presented in mathematical context using various mathematical terms and symbols~~ • ~~solve a multiplicative comparison word problem using up to two-digit numbers~~ • ~~check the correctness of an answer in the context of a scenario~~ • ~~identify equivalent fractions~~	~~**He/she is able to:**~~ • ~~solve multiplication word problems~~ • ~~show division of objects into equal groups~~ • ~~round numbers to nearest 10, 100 or 1000~~ • ~~compare two fractions with different denominators~~ • ~~sort a set of 2-dimensional shapes~~ • ~~compute the perimeter of a rectangle~~ • ~~transfer data to a graph~~

Category 1: Data Analysis, Probability, and Statistics

Core Content Connector	Below Basic	Basic	Proficient	Advanced
4.DPS.1g3 Collect data, organize in graph (e.g., picture graph, line plot, bar graph). **4.DPS.1i1** Select the appropriate statement that describes the data representations based on given data (picture, bar, line plots). **4.DSP.1j1** Select an appropriate statement that describes the most frequent or the least frequent data point using a line plot, picture graph, or bar graph. **4.DPS.1k2** Apply results of data to a real world situation.	Distinguish among picture graphs, bar graphs, and line plots. Identify a graph with the title and labels placed correctly for a given real-world data set. Given a whole-value data set, identify the most common value.	Match a given picture graph to the correct data set of up to 5 whole-number data points. Given a whole-number data set, identify the least common value. Identify a missing value in a picture graph or bar graph, given a data set of up to three data points.	Match a given bar graph to the correct data set of up to 5 data points, including halves. Identify the greatest or least common data point, given a picture graph or bar graph. Identify a correct, direct statement describing data given in a picture graph or bar graph.	Organize a graph from a data set of up to 7 whole-number data points or up to 5 data points including fourths. Identify the greatest or least common data point, given a line plot. Identify a correct, direct statement describing data in a line plot. Answer a one-step question applying real-world data presented in a graph.

Category 2: Geometry

Core Content Connector	Below Basic	Basic	Proficient	Advanced
4.GM.1h2 Classify two-dimensional shapes based on attributes (# of angles). **4.GM.1j1** Recognize a point, line and line segment, rays in two-dimensional figures. **4.GM.1j2** Recognize perpendicular and parallel lines in two-dimensional figures. **4.GM.1j3** Recognize an angle in two-dimensional figures. **4.GM.1j4** Categorize angles as right, acute, or obtuse. **4.GM.1k1** Recognize a line of symmetry in a figure.	Count the number of sides in a regular polygon. Identify a point and a line. Identify pairs of lines that do or do not touch. Identify the right-angle symbol.	Count the number of angles in a regular polygon. Distinguish between lines and line segments. Identify sides in regular polygons that do or do not touch. Identify an angle. Compare two angles and identify which is larger or smaller. Identify a common shape with one line of symmetry using strategies, including folding.	Identify a shape with more or fewer sides than a given shape. Identify a ray. Distinguish between parallel and perpendicular lines. Define an angle as containing two rays. Count the angles in irregular shapes. Distinguish between right, acute, and obtuse angles. Identify right angles in a shape. Identify a correct line of symmetry in a shape.	Sort shapes by the number of sides or angles. Recognize shapes as being made of line segments. Identify common shapes using descriptions of parallel and perpendicular line segments (sides). Given a shape with labeled vertices, identify the letters to name an angle. Categorize angles in common shapes as right, acute, or obtuse. Identify more than one correct line of symmetry in shapes.

Category 3: Measurement

Core Content Connector	Below Basic	Basic	Proficient	Advanced
4.ME.1d3 Use tiling and multiplication to determine area. **4.ME.1q2** Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure. **4.ME.2e4** Select appropriate tool for measurement: mass, length, angles. **4.ME.2e5** Construct a given angle. **4.ME.2e6** Measure right angles using a tool (e.g., angle ruler, protractor). **4.ME.2f1** Complete a conversion table for length and mass within a single system. **4.ME.2q1** Determine whether a situation calls for a precise measurement or an estimation (distance, volume, mass, time, money). **4.ME.2h1** Apply the formulas for area and perimeter to solve real world problems.	Identify a rectangle covered in equally sized squares. Identify side lengths of two rectangles as being longer or shorter. Given two similar rectilinear figures, identify which is larger/smaller. Given pictures, identify measurement tools used for length vs. mass. Identify the right angle symbol. Identify whether a real-world situation is about time or money.	Find the area of a rectangle by counting unit squares. Find the perimeter of a rectangle with whole-number side lengths up to 5. Identify whether the area or perimeter of a given rectangle is a larger value. Identify a protractor as a tool to measure angles. Identify a right angle from a group of up to three angles. Identify two measures of length within a single system. Identify a real-world situation about distance.	Given a rectangle with a whole-number length and width up to 5, find the area. Given the perimeter of a rectangle and three whole-number side lengths, find the missing side length. Identify the area of a rectangle as getting larger/smaller if both side lengths are lengthened/shortened. Distinguish among measurement tools for length. Correctly place a protractor to measure a right angle. Identify two measures of mass within a single system. Recognize a correct conversion for length within one system. Identify a real-world situation about mass. Identify time to the nearest hour.	Identify a multiplication expression that represents the area of a given rectangle. Solve mathematical and real-world, one-step problems involving area and perimeter of rectangles. Create a correct conversion table for mass or length within one system. Estimate solutions to real-world situations involving distance, volume, mass, time, and money.

Category 4: Numbers and Operations

Core Content Connector	Below Basic	Basic	Proficient	Advanced
4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands). **4.NO.1j6** Compare multi-digit numbers using representations and numbers. **4.NO.1j7** Write or select the expanded form for a multi-digit number. **4.NO.1k1** Compare the value of a number when it is represented in different place values of two 3 digit numbers. **4.NO.1l6** Locate fractions on a number line. **4.NO.1l7** Order fractions on a number line. **4.NO.1m1** Determine equivalent fractions. **4.NO.1n1** Select a model of a given fraction (halves, thirds, fourths, sixths, eighths). **4.NO.1n2** Compare up to 2 given fractions that have different denominators. **4.NO.1o1** Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = 0.5). **4.NO.1o2** Find the equivalent decimal for a given fraction. **4.NO.1p1** Read, write or select decimals to the tenths place. **4.NO.1p2** Read, write or select decimals to the hundredths place. **4.NO.1q1** Compare two decimals to the tenths place with a value of less than 1. **4.NO.1q2** Compare two decimals to the hundredths place with a value of less than 1. **4.NO.2c2** Solve multi digit addition and subtraction problems up to 1000. **4.NO.2d6** Find total number inside an array with neither number in the columns or rows larger than 10. **4.NO.2d7** Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10. **4.NO.2d8** Match an accurate addition and multiplication equation to a representation.	Identify the ones, tens, hundreds, and thousands place values. Identify the smaller or larger of two numbers given visual representations. Identify that hundreds are greater than tens and tens are greater than ones given visual representations. Identify that tenths are greater than hundredths given visual representations. Identify the lesser or greater of two decimals to the tenths that are less than 1 given visual representations. Differentiate between addition and multiplication expressions.	Round a number to the nearest one or ten. Identify the smaller or larger of two amounts. Compare the values of a digit in different places values in two numbers when one number is 10 or 100 times the other. Locate a unit fraction on a number line. Compare two fractions that have denominators where one is a multiple of the other. Identify that $\frac{1}{10}$ is 0.1 and $\frac{1}{100}$ is 0.01. Compare two decimals less than 1 to the tenths place or to the hundredths place if both have the same tenths digit. Add or subtract two numbers with given strategies. Calculate product within 10×10 using visual representations. Identify the decomposed form of a fraction.	Round a number to the nearest one, ten, hundred or thousand. Compare multi-digits numbers. Identify the expanded form of a multi-digit number. Compare the values of a digit in different places values in two three-digit numbers. Locate a fraction on a number line that has a numerator other than 1 and a denominator less than or equal to 12. Identify the model of a given non-unit fraction. Compare two fractions that have different denominators. Match a fraction with a denominator of 10 or 100 to its decimal. Compare two decimals to the hundredths. Add or subtract numbers up to 1000, without regrouping. Solve one-step word problems requiring addition, subtraction, or multiplication within 20. Add and subtract fractions with like denominators. Decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼).	Represent a multi-digit number given its expanded form. Order fractions on a number line. Create the model of a fraction. Generate a visual representation of an equivalent fraction. Convert a fraction with a denominator of 10 or 100 to a decimal. Solve multi-digit addition and subtraction problems up to 1,000, with regrouping. Solve multiplication problems within 10×10 using a variety of strategies. Solve two-step word problems requiring addition, subtraction, or multiplication within 100. Solve word problems involving addition and subtraction of fractions with like denominators.

Core Content Connector	Below Basic	Basic	Proficient	Advanced
4.NO.2e2 Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100. **4.NO.2f1** Identify multiples for a whole number (e.g., 2 = 2, 4, 6, 8, 10). **4.NO.2f2** Solve multiplication problems up to two digits by one digit. **4.NO.2g1** Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼). **4.NO.2h1** Add and subtract fractions with like denominators of (2, 3, 4, or 8). **4.NO.2h2** Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations. **4.NO.2h3** Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4, or 8).				

Category 5: Patterns, Relations, and Functions

Core Content Connector	Below Basic	Basic	Proficient	Advanced
4.PRF.1d2 Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results. **4.PRF.1e3** Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost $3. A purple hat cost 2 times as much. How much does the purple hat cost? [3 x 2 = p]). **4.PRF.1f3** Apply the distributive property to solve problems with models. **4.PRF.1f4** Solve a 2-digit by 1-digit multiplication problem using 2 different strategies. **4.PRF.2d3** Generate a pattern when given a rule and word problem (I run 3 miles every day, how many miles have I run in 3 days). **4.PRF.2e1** Extend a numerical pattern when the rule is provided.	Identify the next term in a numerical pattern when given a rule and visual representation.	Identify a particular term in a pattern given a rule.	Model multiplication and division situations involving up to 10 groups with up to 5 objects in each group. Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph. Generate a pattern when given a rule in a mathematical problem.	Solve multiplicative comparison word problems using up to 2-digit numbers. Generate a pattern when given a rule in a real-world problem. Model and interpret multiplication and division problems. Apply the distributive property.

Category 6: Symbolic Expression

Core Content Connector	Below Basic	Basic	Proficient	Advanced
4.SE.1g2 Use =, <, or > to compare 2 fractions (fractions with a denominator of 10 or less). **4.SE.1g3** Use =, <, or > to compare 2 decimals (decimals in multiples of 0.10). **4.SE.1h1** Express whole numbers as fractions. **4.SE.1h2** Identify the equivalent decimal for a fraction.	Use visual models to compare fractions with a denominator of 10 or less to a benchmark fraction. Use visual models to compare two decimals to the tenths with the same ones digits.	Compare two fractions with denominators of less than 10 using visual models. Compare decimals to the tenths using visual models. Recognize that the number 1 can be written as a fraction.	Use =. <, > to compare two fractions with denominators of less than 10 and decimals to the tenths. Match a decimal to its equivalent fraction. Express whole numbers as fractions (e.g. visual model, numeric representation, etc).	Represent the decimal equivalent of a fraction.

Grade 5 Mathematics ~~Performance~~ Achievement Level Descriptors

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

Category 1: Data Analysis, Probability, and Statistics

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Data Analysis, Probability, and Statistics	**5.DPS.1c1** Collect and graph data. **5.DPS.1d1** Select an appropriate statement about the range of the data up to 10 points. **5.DPS.1e1** Use measures of central tendency to interpret data including overall patterns in the data.	Match a given graph to the correct data set of up to 3 whole-number data points. Identify a graph with title and labels placed correctly for a real-world data set. Identify the smallest value in an ordered set of data limited to three values. Identify repeated values in a data set. Count the number of values in a data set.	Match a given graph to the correct data set of up to 5 data points, including halves. Identify the smallest and largest values in an ordered set of data up to four values. Identify the median in an ordered set of data with five values.	Match a given graph to the correct data set of up to 5 data points, including fourths. Identify the smallest and largest values in an unordered data set up to four values. Order a whole-number data set of up to 10 data points from least to greatest.	Place the title and categories correctly for the bar graph representing a real-world situation. Limit to two categories. Solve for and interpret the range of a data set. Add the values in a whole-number data set of three values. Interpret the mean and median of a data set.

Category 2: Geometry

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Geometry	**5.GM.1j1** Recognize parallel and perpendicular lines within the context of two-dimensional figures. **5.GM.1a1** Recognize properties of simple plane figures. **5.GM.1b1** Distinguish plane figures by their properties. **5.GM.1c1** Locate the x and y axis on a graph. **5.GM.1c2** Locate points on a graph. **5.GM.1c3** Use order pairs to graph given points.	Visually identify sides in regular polygons that do or do not touch. Count the number of angles in a regular polygon of up to six sides. Identify a horizontal or vertical number line with 4 values listed in order. Identify the x- or y-axis on a blank grid, where both axes are labeled.	Distinguish between parallel and perpendicular lines. Identify a plane figure with the same number of sides as a given plane figure. Count angles in irregular shapes. Identify the x- or y-axis on a blank grid, with neither axis labeled. Identify a point on either the x- or y-axis, where both axes are labeled.	Identify common shapes using descriptions of parallel and perpendicular line segments (sides). Identify a plane figure with more or fewer sides or angles than a given plane figure. Identify a specific point given two coordinates that may contain the same value.	Identify parallel and perpendicular sides in irregular or uncommon shapes. Identify common shapes by a defining attribute, such as a rectangle having four right angles or a square having all equal side lengths. Identify the x-axis as horizontal/right and the y-axis as vertical/up. Identify a specific point, given two coordinates that do not contain any of the same values.

Category 3: Measurement

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Measurement	**5.ME.1a1** Identify the appropriate units of measurement for different purposes in a real-life context. **5.ME.1b1** Convert standard measurements of time. **5.ME.1b2** Convert standard measurements of length. **5.ME.1b3** Convert standard measurements of mass. **5.ME.2a1** Solve problems involving conversions of standard measurement units. **5.ME.2b1** Use filling and multiplication to determine volume. **5.ME.2b2** Apply formula to solve one step problems involving volume.	Distinguish between measurement units of length and mass. Identify basic conversions of time or money (Example: 1 hour equals 60 minutes, or 4 quarters equal 1 dollar). Identify a right rectangular prism that is filled with equally sized cubes. Limit volume to 10 cubic units.	Distinguish among measurement units for length, mass, and area. Convert whole number measurements within a measurement system (Example: 2 hours is 120 minutes, and 2 feet is 24 inches). Find the volume of a right rectangular prism by counting unit cubes. Limit volume to 20 cubic units.	Distinguish between units for area and volume. Perform a simple conversion of length, time, or mass. Identify a correct conversion table for time, length, or mass within one system with all whole numbers. Given a right rectangular prism with whole-number dimensions up to 5 and an expression, find the volume.	Convert numbers within measurement units for time, length, or mass in a mathematical or real-world context. Find a missing number in a conversion table within one measurement system with all whole numbers. Identify a multiplication expression that represents the volume of a prism or shapes composed of prisms. Solve one-step problems involving volume, including where a missing edge length must be found. Limit all values to whole numbers up to 25 (including volume).

Category 4: Numbers and Operations

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Numbers and Operations	**5.NO.1a1** Compare the value of a number when it is represented in different place values of two 3-digit numbers. **5.NO.1b1** Read, write, or select a decimal to the hundredths place. **5.NO.1b2** Read, write, or select a decimal to the thousandths place. **5.NO.1b3** Compare two decimals to the thousandths place with a value of less than 1. **5.NO.1b4** Round decimals to the next whole number. **5.NO.1b5** Round decimals to the tenths place. **5.NO.1b6** Round decimals to the hundredths place. **5.NO.1c1** Rewrite a fraction as a decimal. **5.NO.1c2** Rewrite a decimal as a fraction. **5.NO.2a1** Solve problems or word problems using up to three-digit numbers and addition or subtraction or multiplication. **5.NO.2a2** Separate a group of objects into equal sets when given the number of sets to find the total in each set with the total number less than 50. **5.NO.2a3** Find whole number quotients up to two dividends and two divisors. **5.NO.2a4** Find whole number quotients up to four dividends and two divisors. **5.NO.2a5** Solve word problems that require multiplication or division. **5.NO.2b1** Add and subtract fractions with unlike denominators by replacing fractions with equivalent fractions. **5.NO.2b2** Add or subtract fractions with unlike denominators. **5.NO.2b3** Multiply a fraction by a whole or mixed number. **5.NO.2b4** Divide unit fractions by whole numbers and whole numbers by unit fractions. **5.NO.2c1** Solve 1 step problems using decimals. **5.NO.2c2** Solve word problems involving the addition, subtraction, multiplication or division of fractions.	Know that tenths are greater than hundredths and hundredths are greater than thousandths. Identify the tenths, hundredths, and thousandths place values. Separate a group of objects into equal sets. Identify the product of a unit fraction by a whole number using visual models. Identify a whole number multiplication or division problem.	Select a decimal to the hundredths or thousandths. Identify the lesser or greater of two decimals less than 1 that have the same number of digits to the thousandths. Round a decimal to the nearest whole number. Identify the decimal equivalent of a fraction with a denominator of 10 or 100 or vice versa. Solve mathematical problems using up to three-digit numbers and addition or subtraction. Find whole number quotients of up to four-digit dividends and one-digit divisors with no remainders. Add or subtract fractions with unlike denominators with one denominator that is a multiple of the other. Multiply a fraction by a whole number. Evaluate mathematical expressions involving the addition and subtraction with fractions or decimals.	Write a decimal to the hundredths or thousandths. Compare using symbols two decimals less than 1 to the thousandths. Round to the nearest whole number, tenth, and hundredth. Write the decimal equivalent of a fraction with a denominator of 10 or 100 or vice versa. Solve mathematical problems using up to three-digit numbers and addition, subtraction, or multiplication. Find whole-number quotients of up to four-digit dividends and two-digit divisors with no remainders. Add or subtract fractions with unlike denominators. Multiply a fraction by a fraction or mixed number. Solve real-world problems involving addition and subtraction with fractions or decimals.	Generate a decimal that is less than or greater than a given decimal. Identify decimals that round to a given value when rounded to the nearest one through hundredths. Solve multi-step word problems using up to three-digit numbers and any of the four operations. Find whole-number quotients of up to four-digit dividends and two-digit divisors with remainders. Divide a whole number by a unit fraction or divide a unit fraction by a whole number. Solve real-world problems involving the four operations with fractions or decimals.

Category 5: Patterns, Relations, and Functions

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Patterns, Relations, and Functions	**5.PRF.1a1** Determine whether the product will increase or decrease based on the multiplier. **5.PRF.1b1** Given 2 patterns involving the same context determine the 1st 5 terms and compare the values. **5.PRF.1b2** When given a line graph representing two arithmetic patterns, identify the relationship between the two. **5.PRF.2a1** Generate a pattern that follows the provided rule. **5.PRF.2b1** Generate or select a comparison between two graphs from a similar situation.	Identify whether a pattern follows a specified addition rule.	Identify multipliers that will increase or decrease a product. Determine the first 5 terms of a pattern.	Determine whether a given multiplier will increase or decrease the product. Identify the values of two patterns. Identify the relationship between line graphs representing two arithmetic patterns.	Given two patterns, compare the values of the patterns. Identify the relationship between line graphs representing two arithmetic patterns with a real-world context.

Category 6 Symbolic Expression

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Symbolic Expression	**5.SE.1a1** Given a real-world problem, write an expression using 1 set of parentheses.	Identify parentheses.	Match an expression that uses 1 set of parentheses given a visual model.	Create an expression described in words using 1 set of parentheses.	Create an expression using 1 set of parentheses for a real-world context.

Grade 6 Mathematics ~~Performance~~ Achievement Level Descriptors

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

Category 1: Data Analysis, Probability, and Statistics

Core Content Connector	Below Basic	Basic	Proficient	Advanced
6.DPS.1a2 Identify statistical questions and make a plan for data collection. **6.DPS.1c2** Collect and graph data: bar graph, line plots, dot plots, histograms. **6.DPS.1d2** Solve for mean of a given data set. **6.DPS.1d3** Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set. **6.DPS.1d4** Find the range of a given data set. **6.DPS.1d5** Explain or identify what the mean represents in a set of data. **6.DPS.1d6** Explain or identify what the mode represents in a set of data. **6.DPS.1d7** Explain or identify what the median represents in a set of data. **6.DPS.1e2** Use measures of central tendency to interpret data including overall patterns in the data.	Identify a bar graph, line plot, dot plot, and histogram. Identify the mode of a data set. Identify how many data points are in a data set. Identify the largest and smallest numbers in a data set. Determine whether a data point is in a data set.	Match a given graph to the correct data set Identify range of a data set. Explain what the mode represents in a set of data. Identify clusters or gaps in a visual data set (graph). Order a data set of up to 5 numbers from least to greatest.	Identify a statistical question given a context. Identify missing data from a graph. Solve for the mean of a data set with up to 5 whole numbers (mean should be a whole number). Identify the median of an ordered data set up to 5 numbers (median is in the data set). Explain what the median represents in a data set.	Identify a statistical question appropriate for a given data set. Compare data from two graphs. Solve for the mean of a data set up to 5 whole numbers (mean can include 0.5). Solve for the median of an ordered data set (median can include 0.5). Use statements or words to describe measures of center/spread.

Category 2: Geometry

Core Content Connector	Below Basic	Basic	Proficient	Advanced
6.GM.1c4 Locate points on a graph. **6.GM.1c5** Use order pairs to graph given points. **6.GM.1c6** Find coordinate values of points in the context of a situation. **6.GM.1c7** Use coordinate points to draw polygons. **6.GM.1c8** Use coordinate points to find the side lengths of polygons that are horizontal or vertical. **6.GM.1d1** Find area of quadrilaterals. **6.GM.1d2** Find area of triangles.	Identify the x- or y-axis. Identify the x- and y-coordinate of a given ordered pair. Given the three vertices in the first quadrant, connect the points to form a triangle. Find the area of a rectangle with whole number, single-digit "friendly" (such as multiples of 2 or 5) side lengths given the formula.	Identify the origin. Find a missing x- or y-coordinate, given one coordinate and visual representation of the point in the first quadrant. Identify visually up to two units up or down from a given point in the first quadrant. Identify visually the missing vertex of a right triangle with each leg parallel to an axis or of a rectangle in the first quadrant. Find the area of a rectangle with whole number side lengths up to 10 (not including 2 or 5) given a formula.	Locate points in the first quadrant (not on an axis); whole numbers only. Graph points in the first quadrant (not on an axis); whole numbers only. Find a missing x- or y-coordinate of a point in context. Find the length of a missing side of a rectangle on the coordinate plane. Find the area of a rectangle with whole number side lengths without a given formula. Find the area of triangles given a graphic, the formula, and	Locate points in the first quadrant (could be on an axis/contain .5). Graph points in the first quadrant (could be on an axis/contain .5). Find the coordinate value of a point in context. Identify the ordered pair of a missing vertex for a rectangle or a right triangle with legs parallel to axes. Find the area of a trapezoid by decomposing into a triangle and a rectangle with whole numbers given the formula for a rectangle and a triangle using "friendly" numbers.

Core Content Connector	Below Basic	Basic	Proficient	Advanced
			"friendly" numbers (with at least one leg being an even length) for calculation.	

Category 3: Measurement

Core Content Connector	Below Basic	Basic	Proficient	Advanced
6.ME.1a2 Identify the appropriate formula to use when measuring for different purposes in a real-life context. **6.ME.1b4** Complete a conversion table for length, mass, time, volume. **6.ME.1b5** Analyze table to answer questions. **6.ME.1c1** Find the area of a 2-dimensional figure and the volume of a 3-dimensional figure. **6.ME.2a2** Solve one-step real-world measurement problems involving unit rates with ratios of whole numbers when given the unit rate. **6.ME.2a3** Apply the formula to find the area of triangles. **6.ME.2b3** Decompose complex shapes (polygon, trapezoid, pentagon) into simple shapes (rectangles, squares, triangles) to measure area. **6.ME.2b4** Decompose complex 3-dimensional shapes into simple 3-dimensional shapes to measure volume.	Given real-life context, identify perimeter or volume as the measurement to be used. (Rectangles/rectangular prisms only.) Identify a correctly completed conversion table, given at least 2 conversions. Identify a table that correctly represents a given ratio (given ratio present in table). Find the area of a rectangle with whole number, single-digit friendly (such as multiples of 2 or 5) side lengths given the formula. Identify a unit rate. Distinguish between the formulas for the area of a rectangle and the area of a triangle. Decompose a shape made of two rectangles.	Distinguish among formulas for perimeter, area, and volume. (Rectangles/rectangular prisms only.) Multiply to identify a missing value in a conversion table (larger unit of measure to smaller unit of measure, like feet to inches). Find the area of a rectangle with whole number side lengths up to 10 (not including 2 or 5) given a formula. Identify a correct formula to represent the volume of a given rectangular prism. Identify a correct formula for the area of a triangle, given a graphic. Decompose a shape made of one rectangle and one triangle. Given a complex 3-dimensional shape made of two rectangular prisms, identify the two rectangular prisms it could be decomposed into.	Identify a correct equation showing a unit rate and equivalent ratio. Divide to identify a missing value in a conversion table (division by 2 or 5) (smaller unit of measure to larger unit of measure, like inches to feet). Answer a one-step problem involving ratios given in a table. Find the area of a rectangle with whole number side lengths without a given formula. Find the area of triangles given a graphic, the formula, and friendly numbers (with at least one leg being an even length) for calculation. Find the volume of rectangular prisms (use 2, 3, 5, or 10 as side lengths). Identify a correct decomposition of a complex figure with up to four parts (more than two rectangles or one rectangle and one triangle). Identify a correct decomposition of a complex 3-dimensional shape with up to three parts.	Given real-life context, identify the appropriate formula to use when measuring. Answer a question involving extending a ratio given in a table. Identify correctly labeled expressions for area or determine the area of a complex figure. Determine the volume of a 3-dimensional shape composed of 2 or more simple 3-dimensional shapes.

Category 4: Numbers and Operations

Core Content Connector	Below Basic	Basic	Proficient	Advanced
6.NO.1d1 Identify numbers as positive or negative. **6.NO.1d2** Locate positive and negative numbers on a number line. **6.NO.1d3** Plot positive and negative numbers on a number line. **6.NO.1d4** Select the appropriate meaning of a negative number in a real-world situation. **6.NO.1d5** Find given points between -10 and 10 on both axes of a coordinate plane. **6.NO.1d6** Label points between -10 and 10 on both axes of a coordinate plane. **6.NO.1e1** Determine the meaning of absolute value. **6.NO.1f1** Find a percent of a quantity as rate per 100. **6.NO.1f2** Write or select a ratio to match a given statement and representation. **6.NO.1f3** Select or make a statement to interpret a given ratio. **6.NO.1f4** Find a missing value for a given ratio. **6.NO.1f5** Solve unit rate problems involving unit pricing. **6.NO.1i1** Identify what an exponent represents. **6.NO.1i2** Solve numerical expressions involving whole number exponents. **6.NO.2a6** Solve problems or word problems using up to three-digit numbers and any of the four operations. **6.NO.2c3** Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals. **6.NO.2c4** Solve word problems involving the addition, subtraction, multiplication, or division of fractions. **6.NO.2c5** Divide multi-digit whole numbers. **6.NO.2e1** Determine the difference between two integers using a number line. **6.NO.2e2** Compare two numbers on a number line.	Identify numbers as positive or negative. Identify which number is greater on a number line. Identify the unit rate in a problem given as a quantity per unit. Identify the exponent in a numerical expression. Solve one-step mathematical problems involving the addition, subtraction, or multiplication of whole numbers.	Locate positive and negative numbers on a number line. Write a ratio that matches a given statement and representation. Identify the unit rate in a problem involving two whole numbers where the numerator is a multiple of the denominator and the denominator is prime, or the numerator equals the denominator. Solve mathematical problems involving any of the four operations on whole numbers. Solve one-step mathematical problems involving the addition and subtraction of decimals.	Find and label points between -10 and 10 on both axes of a coordinate plane. Find the percent of a quantity as a rate per 100. Solve unit rate problems involving whole numbers that are multiples of each other and the denominator is not prime and the numerator does not equal the denominator. Evaluate numerical expressions with whole number exponents up to 5 and whole number bases up to 10. Solve mathematical problems involving any of the four operations on fractions or decimals. Solve one-step word problems involving any of the four operations of whole numbers.	Select the meaning of a negative number in a real-world situation. Interpret negative numbers within a context in a mathematical or real-world context. Determine the meaning of absolute value. Interpret a statement that matches a given ratio. Solve unit rate problems with decimals to the hundredths. Solve mathematical or word problems involving any of the four operations with a mixture of whole numbers, fractions, and decimals.

Category 5: Patterns, Relations, and Functions

Core Content Connector	Below Basic	Basic	Proficient	Advanced
6.PRF.1a2 Determine whether or not the quotient will increase or decrease based on the divisor. **6.PRF.1c1** Describe the ratio relationship between two quantities for a given situation. **6.PRF.1c2** Represent proportional relationships on a line graph. **6.PRF.1d1** Solve real-world single-step linear equations. **6.PRF.2a2** Use variables to represent numbers and write expressions when solving real-world problems. **6.PRF.2a3** Use variables to represent two quantities in a real-world problem that change in relationship to one another. **6.PRF.2a4** Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. **6.PRF.2b3** Complete a statement that describes the ratio relationship between two quantities. **6.PRF.2b4** Determine the unit rate in a variety of contextual situations. **6.PRF.2b5** Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).	Identify the dependent and independent variables for a relationship given a graph or table. Identify the unit rate of a mathematical relationship given as a table or graph that shows the point (1, r). Identify the variable in a mathematical or real-world problem given the expression.	Identify the ratio relationship between two quantities for a given situation. Represent proportional relationships on a line graph where the constant of proportionality is a whole number. Determine the unit rate given an equation. Solve mathematical one-step linear equations. Solve mathematical ratio problems given a table or graph showing equivalent ratios. Represent a real-world problem with a single variable and a single number.	Describe the ratio relationship between two quantities for a given situation. Represent proportional relationships on a line graph where the constant of proportionality can be a fraction. Determine how a fraction increases or decreases based on changing the denominator. Solve real-world one-step linear equations. Solve real-world ratio problems given a table or graph showing equivalent ratios and mathematical problems given an equation. Determine a statement that describes a ratio relationship. Represent a real-world context involving one variable and multiple numbers or two variables and one number.	Solve real-world ratio problems given an equation. Complete a statement that describes a ratio relationship. Create the expression given a real-world context involving one or two variables. Compare a graph with independent and dependent variables to a table or equation.

Category 6: Symbolic Expression

Core Content Connector	Below Basic	Basic	Proficient	Advanced
6.SE.1a2 Given a real-world problem, write an expression using 1 set of parentheses. **6.SE.1a4** Given a real-world problem, write an inequality. **6.SE.1b1** Evaluate whether or not both sides of an equation are equal. **6.SE.1b2** Use properties to produce equivalent expressions.	Given a mathematical problem, identify an expression using 1 set of parentheses. Given a mathematical problem, identify an inequality. Use the reflective/identity property to identify an equivalent expression.	Given a real-world problem, identify an expression using 1 set of parentheses. Given a real-world problem, identify an inequality. Use the commutative property to identify an equivalent expression.	Given a mathematical problem, create an expression using 1 set of parentheses. Given a mathematical problem, create an inequality. Use the associative and commutative properties to create an equivalent expression.	Given a real-world problem, create an expression using 1 set of parentheses. Given a real-world problem, create an inequality. Use the distributive property to create an equivalent expression.

Grade 7 Mathematics ~~Performance~~ Achievement Level Descriptors

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

Category 1: Data Analysis, Probability, and Statistics

Core Content Connector	Below Basic	Basic	Proficient	Advanced
7.DPS.1b1 Determine sample size to answer a given question. **7.DPS.1g1** Graph continuous data using line graphs, histograms, or dot plots. **7.DPS.1i1** Solve for the median of a given data set. **7.DPS.1i2** Identify the range, median, mean, or mode of a given data set. **7.DPS.1j1** Make or select a statement to compare the distribution of 2 data sets. **7.DPS.1k1** Analyze graphs to determine or select appropriate comparative inferences about two samples or populations. **7.DPS.2d1** Describe the probability of events as being certain or impossible, likely, less likely or equally likely. **7.DPS.2d2** State the theoretical probability of events occurring in terms of ratios. **7.DPS.2d4** Make a prediction regarding the probability of an event occurring; conduct simple probability experiments. **7.DPS.2d5** Compare actual results of simple experiment with theoretical probabilities. **7.DPS.2e1** Determine the theoretical probability of multistage probability experiments. **7.DPS.2e2** Collect data from multistage probability experiments. **7.DPS.2e3** Compare actual results of multistage experiment with theoretical probabilities.	Given a sample of data, count to determine the number of values in the sample. Distinguish a line graph from a line plot. Identify the mode and range of a data set. Given three sets of data, identify the two that are the same. Answer a simple question about data from a histogram. Determine whether an event from an experiment is possible.	Given a sample of data, identify the sample size. Identify a graph that matches a given context or set of data, with all graphs being the same. Solve for the mean of a data set with up to 5 whole numbers (mean should be a whole number). Identify the median of an ordered data set with up to 5 numbers (median is in the data set). Answer simple questions comparing 2 data sets, i.e., "Which data set has more values?" When presented with a visual of a certain event, determine the probability to be 100% or certain.	Identify a sample size as being larger or smaller than another. Identify a graph that matches a given context or set of data, with different graphs to choose from. Solve for the median of an ordered data set and explain what it means. Solve for the mean of a data set with up to 5 whole numbers (mean does not need to be a whole number). Compare data from two graphs. Identify certain or impossible events. Identify likely or unlikely events. Determine the experimental probability of an event occurring from a data set. Determine a simple theoretical probability. Compare actual results of simple experiment with theoretical probabilities. Collect data from multistage probability	Create a histogram for a data set. Identify a missing data point in a given graph. Solve for the median of an unordered data set. Calculate the mean of a data set. Make an inference about data from two graphs. Determine the probability of a repeated experiment. Compare actual results of multistage experiment with theoretical probabilities.

Category 2: Geometry

Core Content Connector	Below Basic	Basic	Proficient	Advanced
7.GM.1e1 Construct or draw plane figures using properties. **7.GM.1h1** Add the area of each face of a prism to find surface area of three-dimensional objects. **7.GM.1h2** Find the surface area of three-dimensional figures using nets of rectangles or triangles. **7.GM.1h3** Find area of plane figures and surface area of solid figures (quadrilaterals). **7.GM.1h4** Find area of an equilateral, isosceles, and scalene triangle. **7.GM.1h5** Describe the two dimensional figures that result from a decomposed three dimensional figure.	Draw or create a plane figure with a given number of sides. Find the area of a rectangle with whole-number side lengths up to 10 given the formula. Visually distinguish between equilateral triangles and scalene triangles. Given the net of a triangular prism, identify the triangles and the rectangles.	Draw or create a plane figure with a given number of angles. Find the area of one part in a net of a right rectangular prism. Given the net of a rectangular prism, identify the faces that have the same dimensions. Given a triangular prism, identify the number of triangular and rectangular faces. Find the area of triangles given a graphic, the formula, and friendly numbers for calculation. Visually distinguish between isosceles and scalene triangles. Draw a height line for a given equilateral, isosceles, or scalene triangle.	Draw or create common plane figures, such as a square, rectangle, triangle, and circle, using properties. Given the net of a right prism with the areas of each face given, find the surface area. Given a rectangular prism, identify the faces that have the same dimensions. Identify an expression to represent the surface area of a right rectangular prism given the edge lengths. Find the area of a trapezoid or parallelogram when given outlines of the decomposed rectangles and triangles, given the formulas for area of a rectangle and triangle.	Create pentagons, hexagons, and octagons using properties. Find the surface area of any three-dimensional shape given a net that can be decomposed into triangles and rectangles. Identify an expression to represent the surface area of a triangular prism, given the edge lengths and the formulas for area of a rectangle and triangle. Find the area of a trapezoid or parallelogram by decomposing into rectangles and triangles, where the height is known.

Category 3: Measurement

Core Content Connector	Below Basic	Basic	Proficient	Advanced
7.ME.1d1 Solve problems that use proportional reasoning with ratios of length and area. **7.ME.2c1** Solve one step real world measurement problems involving area, volume, or surface area of two- and three-dimensional objects. **7.ME.2d1** Apply formula to measure area and circumference of circles. **7.ME.2e1** Solve one step real world problems related to scaling. **7.ME.2e2** Solve one step problems involving unit rates associated with ratios of fractions.	Multiply to find a missing value in a table of length or area proportions. Solve one-step, real-world problems involving area of a rectangle, given a visual, labeled side lengths, and the formula. Refer to common objects of different approximate scale sizes using "twice as large" or "twice as small" language. Identify a table that correctly represents a unit rate associated with ratios of fractions.	Divide to find a missing value in a table of length or area proportions. Identify the correct formula for the area or circumference of a circle, given a graphic. Given an equilateral triangle with side lengths labeled, identify a triangle whose side lengths are two, three, or four times as large. Identify a correct equation showing a unit rate and equivalent ratios associated with fractions. Identify a missing value to complete a table of equivalent ratios of fractions.	Answer a question involving proportional reasoning presented in a table. Solve one-step problems involving area and volume. Find the area and circumference of circles given an image and the formula. Given a rectangle with side lengths labeled, identify a rectangle with an area that is two, three, or four times as large. Answer a question about information provided in a table involving unit rates associated with ratios of fractions. Multiply or divide to find missing values in a table of length or area proportions.	Solve real-world problems involving area, volume, or surface area. Find the area and circumference of circles. Given a rectangle or triangle, identify the scale used to create the scaled rectangle or triangle. Solve one-step, real-world or mathematical problems related to scaling. Find the volume of a shape that can be decomposed into prisms. Determine how changes in length of a figure impact the change in the area of a figure.

Category 4: Numbers and Operations

Core Content Connector	Below Basic	Basic	Proficient	Advanced
7.NO.1q1 Identify the additive inverse of a number. **7.NO.1q2** Identify the difference between two given numbers on a number line using absolute value. **7.NO.1h1** Identify an equivalent fraction, decimal and percent when given one of the three numbers. **7.NO.2f1** Identify the proportional relationship between two quantities. **7.NO.2f2** Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane. **7.NO.2f3** Find unit rates given a ratio. **7.NO.2f4** Use a rate of change or proportional relationship to determine the points on a coordinate plane. **7.NO.2f5** Use proportions to solve ratio problems. **7.NO.2f6** Solve word problems involving ratios. **7.NO.2h1** Find percents in real world contexts. **7.NO.2h2** Solve one step percentage increase and decrease problems. **7.NO.2i1** Solve multiplication problems with positive/negative numbers. **7.NO.2i2** Solve word problems involving the addition, subtraction, multiplication or division of fractions.	Differentiate between positive and negative numbers. Find unit rates given a ratio. Determine two points on a coordinate plane.	Identify the additive inverse of a positive number. Identify the difference between two positive numbers on a number line. Determine whether two quantities are in a proportional relationship using points graphed on a coordinate plane or a table. Match a rate of change or proportional relationship with points on a coordinate plane. Find percentages in mathematical contexts.	Identify the additive inverse of a negative number. Identify the difference between two numbers (positive or negative) on a number line using absolute value. Solve mathematical problems involving addition, subtraction, multiplication, or division of fractions. Determine the proportional relationship using a table. Use proportions to solve ratio problems. Find percentages in real-world contexts.	Solve real-world problems involving addition, subtraction, multiplication, or division of fractions and negative numbers. Convert between fractions percentages and decimals with fluency. Solve word problems involving ratios and percents including precent increase and percent decrease problems. Find a whole when given a percent.

Category 5: Patterns, Relations, and Functions

Core Content Connector	Below Basic	Basic	Proficient	Advanced
7.PRF.1e1 Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units. **7.PRF.1e2** Represent proportional relationships on a line graph. **7.PRF.1f1** Use proportional relationships to solve multistep percent problems in real world situations. **7.PRF.1g1** Solve real world multi step problems using whole numbers. **7.PRF.1g2** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. **7.PRF.2a5** Use variables to represent two quantities in a real-world problem that change in relationship to one another. **7.PRF.2d1** Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers.	Know the relative sizes of different units of measure for length, area, and other quantities (i.e., feet are larger than inches). Identify the unit rate of a proportional relationship. Identify variables in an equation.	Determine unit rates associated with ratios of familiar units such as inches and feet. Identify the unit rate from the graph of a proportional relationship. Use proportional relationships to solve one-step percent problems in mathematical situations. Define the quantities variables represent in equations. Solve real world one-step problems using whole numbers.	Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units. Identify the graph of a proportional relationship. Use proportional relationships to solve one- or two-step percent problems. Identify equations and inequalities using variables. Solve equations with a variable. Solve real world multi step problems using whole numbers.	Create a line graph of a proportional relationship. Use proportional relationships to solve multistep percent problems in real-world situations. Construct and solve equations and inequalities using variables. Solve and create real-world inequality problems.

Category 6: Symbolic Expression

Core Content Connector	Below Basic	Basic	Proficient	Advanced
7.SE.1f1 Set up equations with 1 variable based on real world problems. **7.SE.1f2** Solve equations with 1 variable based on real world problems. **7.SE.1f3** Add and subtract linear expressions. **7.SE.1f4** Factor and expand linear expressions.	Add or subtract two linear terms with whole-number coefficients.	Identify an equation with 1 variable based on a mathematical problem. Add and subtract linear expressions.	Identify an equation with 1 variable based on a real-world problem. Expand linear expressions.	Create an equation with 1 variable based on a real-world problem and use it to solve problems. Factor linear expression.

Grade 8 Mathematics ~~Performance~~ Achievement Level Descriptors

~~Level 1~~	~~Level 2~~	~~Level 3~~	~~Level 4~~
~~**Low task complexity** – Simple problems using common mathematical terms and symbols~~	~~**Low task complexity** – Simple problems using common mathematical terms and symbols~~	~~**Moderate task complexity** – Common problems presented in mathematical context using various mathematical terms and symbols~~	~~**High task complexity** – Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements~~
~~**He/she is able to:**~~ • ~~locate a given decimal number on a number line~~ • ~~identify the relatively larger data set when given two data sets presented in a graph~~ • ~~identify congruent rectangles~~ • ~~identify similar rectangles~~ • ~~identify an attribute of a cylinder~~ • ~~identify a rectangle with the larger or smaller area as compared to another rectangle~~ • ~~identify an ordered pair and its point on a graph~~	~~**He/she is able to:**~~ • ~~identify the solution to an equation which contains a variable~~ • ~~identify the y-intercept of a linear graph~~ • ~~match a given relationship between two variables to a model~~ • ~~identify a data display that represents a given situation~~ • ~~interpret data presented in graphs to identify associations between variables~~	~~**He/she is able to:**~~ • ~~locate approximate placement of an irrational number on a number line~~ • ~~solve a linear equation which contains a variable~~ • ~~identify the relationship shown on a linear graph~~ • ~~calculate slope of a positive linear graph~~ • ~~compute the change in area of a figure when its dimensions are changed~~ • ~~solve for the volume of a cylinder~~ • ~~plot provided data on a graph~~	~~**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 a figure when its dimensions are changed~~ • ~~plot provided data on a graph~~
	~~**AND with Moderate task complexity** – Common problems presented in mathematical context using various mathematical terms and symbols~~	~~**AND with High task complexity** – Common problems presented in mathematical context using various mathematical terms and symbols~~	
	• ~~identify congruent figures~~ • ~~use properties of similarity to identify similar figures~~ • ~~interpret data tables to identify the relationship between variables~~	• ~~interpret data presented in graphs to identify associations between variables~~ • ~~interpret data tables to identify the relationship between variables~~ • ~~use properties of similarity to identify similar figures~~ • ~~identify congruent figures~~	

Category 1: Data Analysis, Probability, and Statistics

Core Content Connector	Below Basic	Basic	Proficient	Advanced
8.DPS.1f3 Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association between the two variables. **8.DPS.1g2** Graph continuous data using line graphs, histograms, or box plots. **8.DPS.1h1** Graph bivariate data using scatter plots and identify possible associations between the variables. **8.DPS.1i3** Using box plots and scatter plots, identify data points that appear to be outliers. **8.DPS.1i4** Identify outliers, range, mean, median, and mode. **8.DPS.1j2** Make or select an appropriate statement based upon two unequal data sets using measure of central tendency and shape. **8.DPS.1k2** Analyze displays of bivariate data to develop or select appropriate claims about those data. **8.DPS.2e4** Determine the theoretical probability of multistage probability experiments. **8.DPS.2e5** Collect data from multistage probability experiments. **8.DPS.2e6** Compare actual results of multistage experiment with theoretical probabilities. **8.DPS.2g1** Distinguish between a linear and non-linear association when analyzing bivariate data on a scatter plot. **8.DPS.2g2** Interpret the slope and the y-intercept of a line in the context of a problem.	Identify a two-way table with no missing information. Identify a box plot. Identify whether a graph of data is increasing or decreasing. Reorder data points so they are either increasing or decreasing. Identify the median of an ordered data set of 3 whole-number values. Answer simple questions comparing two data sets, i.e., "Which data set has more values?" Point to where a graphed line crosses the y-axis.	Match a two-way table to a given description. Identify a line graph or histogram that matches a given context or a set of data. Match data points in a set to a scatter plot. Solve for the mean of a data set containing up to 10 data points. Identify scatter plots where the data tend to follow in the direction of a straight line. Identify a very obvious outlier in an ordered data set. Identify the range of a data set. Describe the shape or trends of two different data sets. When presented with a visual of a certain event, determine the probability to be 100% or certain. Identify certain or impossible events. Identify the coordinates of the y-intercept of a graphed line.	Construct a two-way table from data. Identify a missing data point from a histogram, line graph, or scatter plot. Use words such as "line" and "up/down" to describe a linear association of data in a scatter plot. Identify an outlier in a scatter plot. Calculate and compare the mean, median, and mode of an ordered data set. Compare the median of two data sets. Describe the shape of two different data sets each presented numerically. Make an inference about data from two graphs. Describe probability as a ratio. Identify the slope and y-intercept of a graphed line. Use "linear" and "nonlinear" to describe the association of data on a scatter plot.	Describe an association between two categories by analyzing data in a two-way table. Answer questions about the minimum, maximum, or median of a data set. Identify and explain the meaning of an outlier in a data set represented in any way. Compare the mean of two data sets. Compare the range, mean, median, and mode of two data sets. Explain what range, mean, median, and mode represent in an ordered data set. Compare two different data sets based on shape and measure of center. Determine and interpret the probability of a repeated experiment. Interpret the meaning of the slope and y-intercept of a line in context.

Category 2: Geometry

Core Content Connector	Below Basic	Basic	Proficient	Advanced
8.GM.1f1 Recognize a rotation, reflection, or translation of a figure. **8.GM.1f2** Identify a rotation, reflection, or translation of a plane figure when given coordinates. **8.GM.1q1** Recognize congruent and similar figures. **8.GM.1i1** Identify supplementary angles. **8.GM.1i2** Identify complimentary angles. **8.GM.1i3** Identify adjacent angles. **8.GM.1i4** Use angle relationships to find the value of a missing angle. **8.GM.1j1** Find the hypotenuse of a two-dimensional right triangle. **8.GM.1j2** Find the missing side lengths of a two-dimensional right triangle.	Visually identify the direction in which a figure is translated, with or without a coordinate plane. Identify the coordinate that changed, given two sets of ordered pairs that represent a transformation, i.e., (2, 3) and (2, 5). Identify congruent common shapes. Identify 90- and 180-degree angles. Identify the common ray in a pair of adjacent angles. Identify the longest side of a right triangle.	Visually identify the number of whole units a point is horizontally or vertically translated on a coordinate plane. Distinguish between translations and rotations of common objects. Define "congruent." Identify congruent uncommon shapes. Identify whether a pair of two adjacent angles forms a 90- or 180-degree angle. Identify the longest side of two or more different right triangles.	Distinguish between rotations and reflections of common objects with easily identifiable features. Determine how a coordinate changed, given two sets of ordered pairs that represents a translation. Identify that an opposite sign of a coordinate indicates a reflection on the coordinate plane. Identify similar common and uncommon shapes. Define "supplementary" and "complementary" and refer to pairs of adjacent angles as such. Define "hypotenuse" and identify it by labeled side lengths in a right triangle. Identify a correctly substituted Pythagorean Theorem formula, given a visual with labeled side lengths. Given a set of three whole-number values, identify which value could represent the hypotenuse of a right triangle.	Distinguish among translations, rotations, and reflections of plane figures. Identify over which axis a figure is reflected on the coordinate plane, given two sets of ordered pairs that represent a reflection. Recognize similar figures through a formal definition (sides in proportion, angles equal). Determine the missing angle measure in supplementary or complementary angles, or with transversals and parallel lines. Given the Pythagorean Theorem, solve for the hypotenuse or missing side of a triangle.

Category 3: Measurement

Core Content Connector	Below Basic	Basic	Proficient	Advanced
8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way. **8.ME.1e2** Compare area and volume of similar figures. **8.ME.2d2** Apply the formula to find the volume of 3-dimensional shapes. **8.ME.2f1** Apply the Pythagorean Theorem to determine lengths/distances in real-world situations.	Distinguish among representations of surface area, area, and volume. Determine the line segment representing the shortest distance between two points.	Identify figures that have a larger or smaller surface area, area, or volume than a given figure. Match a labeled rectangular prism with its substituted formula for volume. Identify a picture that represents a given real-world situation involving right triangles.	Describe the change in a surface area, area, or volume when a side/edge length is increased or decreased. Distinguish between the formulas for volume of a rectangular prism and volume of a triangular prism. Given the formula, find the volume of a labeled rectangular prism with side lengths up to 10. Match a labeled triangular prism to its correctly substituted formula for volume. Identify a correctly substituted Pythagorean Theorem formula for a real-world situation.	Analyze and calculate the area and volume of similar figures when changes to the dimensions are made. Solve for a missing edge length in a rectangular prism when given volume. Given the formula, find the volume of a labeled triangular prism with side lengths up to 10. Given the formula, find the hypotenuse of a right triangle in a real-world situation.

Category 4: Numbers and Operations

Core Content Connector	Below Basic	Basic	Proficient	Advanced
8.NO.1i1 Convert a number expressed in scientific notation up to 10,000. **8.NO.1j1** Perform operations with numbers expressed in scientific notation. **8.NO.1k1** Identify π as an irrational number. **8.NO.1k2** Round irrational numbers to the hundredths place. **8.NO.1k3** Use approximations of irrational numbers to locate them on a number line. **8.NO.2i3** Solve one step addition, subtraction, multiplication, division problems with fractions, decimals, and positive/negative numbers. **8.NO.2i4** Solve two step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers.	Identify π as irrational. Solve one-step addition or subtraction problems with decimals or positive/negative numbers.	Convert a number expressed in scientific notation with a whole number factor to standard number form. Add and subtract numbers expressed in scientific notation. Identify decimal approximations to the hundredths of irrational numbers. Use approximations of irrational numbers to locate them on a number line. Solve one-step multiplication or division problems with decimals or positive/negative numbers.	Convert a number up to 10,000 expressed in scientific notation. Multiply and divide numbers expressed in scientific notation. Solve two-step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers.	Solve real-world problems with numbers expressed in scientific notation. Solve two-step, real-world addition, subtraction, multiplication, and division problems with at least two fractions, decimals, or negative numbers.

Category 5: Patterns, Relations, and Functions

Core Content Connector	Below Basic	Basic	Proficient	Advanced
8.PRF.1e2 Represent proportional relationships on a line graph. **8.PRF.1f2** Describe or select the relationship between the two quantities given a line graph of a situation. **8.PRF.1g3** Solve linear equations with 1 variable. **8.PRF.1g4** Solve systems of two linear equations in two variables and graph the results. **8.PRF.1g5** Solve real world and mathematical problems leading to two linear equations in two variables. **8.PRF.2c1** Given two graphs, describe the function as linear and not linear. **8.PRF.2e2** Identify the rate of change (slope) and initial value (y-intercept) from graphs. **8.PRF.2e3** Given a verbal description of a situation, create or identify a graph to model the situation.	Distinguish the graphs of linear and nonlinear or increasing and decreasing relationships. Identify whether a value is a solution to a one-variable equation. Identify the initial value (y-intercept) from a graph. Compare the y-intercept of two functions represented graphically and numerically in a table when (0, y) is given.	Graph a proportional relationship that has a given unit rate or from a table. Select the relationship between two quantities given a line graph of a situation. Solve linear equations with one variable. Identify the rate of change from a graph. Given a verbal description of a situation, identify a graph to model the situation. Compare properties of two functions represented graphically and numerically in a table.	Graph a proportional relationship given the equation or verbal description. Solve mathematical problems given two linear equations in two variables. Given a verbal description of a situation, create a graph to model the situation. Compare properties of two functions each represented graphically, numerically in a table, and/or algebraically or verbally.	Solve real-world problems leading to two linear equations in two variables. Given a graph of a situation, generate a description of the situation.

Core Content Connector	Below Basic	Basic	Proficient	Advanced
8.PRF.2e4 Given a graph of a situation, generate a description of the situation. **8.PRF.2e5** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).				

Category 6: Symbolic Expression

Core Content Connector	Below Basic	Basic	Proficient	Advanced
8.SE.1f5 Use properties of integer exponents to produce equivalent expressions.	Write an exponent on a single number in a different form.	Multiply or divide exponential terms with integer exponents and the same base. Add or subtract exponential terms with integer exponents.	Apply the properties of integer exponents to identify equivalent expressions.	Apply the properties of integer exponents to produce equivalent expressions.

Grade ~~11~~ 10 Mathematics ~~Performance~~ Achievement Level Descriptors

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

Category 1: Data Analysis, Probability, and Statistics

Core Content Connector	Below Basic	Basic	Proficient	Advanced
H.DPS.1a1 Design study using categorical and continuous data, including creating a question, identifying a sample, and making a plan for data collection. **H.DPS.1b1** Complete a graph given the data, using dot plots, histograms, or box plots. **H.DPS.1c1** Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set. **H.DPS.1c2** Compare means, median, and range of 2 sets of data. **H.DPS.1c3** Determine what inferences can be made from statistics. **H.DPS.1d1** Represent data on a scatter plot to describe and predict. **H.DPS.1d2** Select an appropriate statement that describes the relationship between variables. **H.DPS.1d3** Make or select an appropriate statement about findings. **H.DPS.1d4** Apply the results of the data to a real world situation. **H.DPS.2b1** Identify and describe the degree to which something is rated "good" or "bad"/desirable or undesirable based on numerical information. **H.DPS.2c1** Determine the theoretical probability of multistage probability experiments. **H.DPS.2c2** Collect data from multistage probability experiments. **H.DPS.2c3** Compare actual results of multistage experiment with theoretical probabilities. **H.DPS.2d1** Select or make an appropriate statement based on a two-way frequency table. **H.DPS.2e1** Select or make an appropriate statement based on real world examples of conditional probability.	Identify an obvious outlier in an ordered data set. Determine the shape of two different data sets. Identify the mode of data. Match a data set of up to 4 values to the correct scatter plot. Identify scatter plots where the data tend to follow in the direction of a straight line. Identify certain or impossible events. Order any set of whole-number data from least to greatest. Match a graph to given data.	Identify a step in a data collection process. Identify a missing maximum or minimum data point from a graphical or numerical presentation. Visually identify gaps in data. Explain what range, mean, median, and mode represent in a data set. Identify an outlier in a scatter plot and in a real-world or mathematical context. Use words such as “line” and “up/down” to describe a linear association of data in a scatter plot. Make ratio statements about information presented visually. Distinguish a simple experiment from a multistage experiment. Order any set of data, including fractions or decimals, from least to greatest. Calculate a simple probability. Create a graph given the data, when the type of graph is specified.	Identify a question that could have been asked to generate data for a given graph. Answer questions about the minimum, maximum, or median of a data set represented in a box plot. Identify an obvious outlier in a box plot. Answer simple questions comparing the range, mean, median, and mode of two data sets. Compare the probabilities of two different experiments. Select a statement that correctly describes an association from data in a two-way table. Complete a graph for real-world data.	Create a plan for a statistical investigation (e.g., Identify steps needed for data collection). Make inferences based on means, medians, and ranges of 2 sets of data. Make an inference about data from different presentations. Interpret data and data findings in a real-world context. Analyze and interpret differences between theoretical and experimental probability. Calculate probabilities from repeated experiments. Interpret conditional probability. Choose the appropriate graph to display data.

Category 2: Geometry

Core Content Connector	Below Basic	Basic	Proficient	Advanced
H.GM.1a1 Find the hypotenuse of a two-dimensional right triangle. **H.GM.1a2** Find the missing side lengths of a two-dimensional right triangle. **H.GM.1a3** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **H.GM.1b1** Use definitions to demonstrate congruency and similarity in figures. **H.GM.1c1** Construct, draw or recognize a figure after its rotation, reflection, or translation. **H.GM.1d1** Use the reflections, rotations, or translations in the coordinate plane to solve problems with right angles. **H.GM.1e1** Make formal geometric constructions with a variety of tools and methods.	Identify the longest side of two or more different right triangles. Identify the variable that corresponds to the hypotenuse in the Pythagorean Theorem. Recognize congruent shapes. Identify the number of whole units a point is translated horizontally or vertically on a coordinate plane. Distinguish between translations and rotations of shapes. Draw a triangle. Correctly line up a protractor on a given angle. Identify a right angle on the coordinate plane or in an image.	Determine whether three given sides will make a right triangle. Identify similar common and uncommon shapes. Distinguish between rotations and reflections of shapes. Identify that an opposite sign of a coordinate indicates a reflection on the coordinate plane. Draw or create equilateral, isosceles, and scalene triangles. Measure a given angle using a protractor.	Given the formula and an image, solve for the hypotenuse of a right triangle. Identify a correctly substituted formula needed to solve for the missing side length of a right triangle. Distinguish among translations, rotations, and reflections of plane figures. Calculate a scale factor given two similar shapes. Draw or create quadrilaterals given a description of properties.	Calculate the hypotenuse of a right triangle. Use a simple ratio to explain similarity. Draw a translated point or line on a coordinate plane, given verbal directions. Solve real-world problems involving right angles on the coordinate plane. Identify which coordinates could form a right angle. Draw or construct a plane figure with given attributes. Understand how figures can be congruent from transformations or demonstrate congruence of triangles using theorems (e.g., SAS, ASA). Understand similarity from definitions based on transformations and angle and side formulas. Find the distance between two points.

Category 3: Measurement

Core Content Connector	Below Basic	Basic	Proficient	Advanced
H.ME.1a1 Determine the necessary unit to use to solve real world problems. **H.ME.1a2** Solve real world problems involving units of measurement. **H.ME.1b1** Describe the relationship between the attributes of a figure and the changes in the area or volume when 1 attribute is changed. **H.ME.1b2** Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute. **H.ME.2a1** Describe the accuracy of measurement when reporting quantity. **H.ME.2b1** Determine the dimensions of a figure after dilation. **H.ME.2b2** Determine if 2 figures are similar. **H.ME.2b3** Describe or select why two figures are or are not similar. **H.ME.2b4** Apply the formula to the area of a sector. **H.ME.2b5** Apply the formula of geometric figures to solve design problems.	Identify the unit given in a real-world problem. Identify figures that have a larger or smaller area or volume than a given figure. Identify a missing attribute needed to calculate the area, surface area, or volume of a shape. Identify a shape that is two times bigger than a given shape with labeled side lengths. Identify the formula for the volume of a shape.	Given a choice between two units within the same measurement system, identify which unit would best represent the solution to a real-world problem. Identify an increase or decrease in the side/edge length of a figure as resulting in an increase or decrease in the figure's area or volume. Solve for the missing side length in a shape when given the area. Identify a common shape that is half as big as a given common shape with labeled side lengths. Identify similar shapes from a given set. Identify a correctly substituted formula for volume given the general formula.	Solve real-world problems involving choosing appropriate units of measurement to ensure accurate reporting. Compare respective area and volume of similar figures. Determine how a change in one attribute affects the area or volume. Solve for the missing edge length in a rectangular prism when given a visual and the volume formula. Identify a correctly substituted formula for the area of a circle sector, given the formula. Identify the scale factor needed to show two 2-dimensional or 3-dimensional shapes are similar. Identify the dimensions of a figure, given a scale for dilation. Find the volume of 3-dimensional shapes. Solve mathematical problems involving geometric figures.	Solve real-world problems involving converting units of measurement when needed in formulas (e.g., inches to feet). Identify figures that have different dimensions but the same volume or area. Identify a reason for two figures being similar. Calculate the area of a circle sector. Create and solve equations with one missing dimension in area, surface area, or volume problems. Compare volumes of cylinders and rectangular prisms. Solve real-world problems involving geometric figures and designs.

Category 4: Numbers and Operations

Core Content Connector	Below Basic	Basic	Proficient	Advanced
H.NO.1a1 Represent quantities and expressions that use exponents. **H.NO.1a2** Explain the influence of an exponent on the location of a decimal point in a given number. **H.NO.1a3** Convert a number expressed in scientific notation. **H.NO.2a1** Solve simple equations using rational numbers with one or more variables. **H.NO.2a2** Understand the definition of a polynomial. **H.NO.2a3** Understand the concepts of combining like terms and closure. **H.NO.2a4** Add, subtract, and multiply polynomials and understand how closure applies under these operations. **H.NO.2a5** Understand and apply the Remainder Theorem. **H.NO.2a6** Find the zeros of a polynomial when the polynomial is factored. **H.NO.2b1** Explain the pattern for the sum or product for combinations of rational and irrational numbers. **H.NO.2c1** Simplify expressions that include exponents. **H.NO.2c2** Rewrite expressions that include rational exponents. **H.NO.3a1** Verify data displays are interpreted accurately within a response. **H.NO.3a2** Rewrite mathematical statements in multiple forms. **H.NO.3a3** Identify an appropriate argument based upon provided data. **H.NO.3a4** Compare the steps using different strategies to solve a problem (compare two strategies to decide best way to solve problem). **H.NO.3a5** Evaluate provided arguments or logic based upon provided data.	Evaluate numerical expressions with whole-number exponents. Identify a polynomial. Add and subtract monomials.	Identify whether the digits of a number shift left or right relative to the decimal point based on whether the exponent is positive or negative. Add and subtract binomials and multiply monomials. Balance the equation and then find the zeros of polynomials given in factored form in which factors are in the form $(x \pm a)$. Identify whether the sum or product of rational and irrational numbers is rational or irrational. Identify equivalent expressions that include whole-number or rational exponents.	Convert a number expressed in scientific notation. Add, subtract, and multiply polynomials. Apply the remainder theorem. Find the zeros of polynomials given in factored form. Explain why a sum or product of rational and irrational numbers is rational or irrational. Rewrite and simplify expressions that include whole number or rational exponents. Identify errors in data displays. Determine the most efficient method when solving equations. Identify errors in claims based on provided data.	Explain the influence of an exponent on the location of the digits in a number relative to the decimal point. Understand how closure applies when adding, subtracting, and multiplying polynomials. Explain the pattern for the sum or product of rational and irrational numbers. Explain an error in logic based on provided data.

Category 5: Patterns, Relations, and Functions

Core Content Connector	Below Basic	Basic	Proficient	Advanced
H.PRF.1a1 Interpret the rate of change using graphical representations. **H.PRF.1b1** In a linear situation using graphs or numbers, predicts the change in rate based on a given change in one variable. **H.PRF.1c1** Select the appropriate graphical representation of a linear model based on real world events. **H.PRF.2a1** Translate an algebraic expression into a word problem. **H.PRF.2a2** Factor a quadratic expression. **H.PRF.2a3** Given a quadratic expression, explain the meaning of the zeros graphically. That is for an expression (x – a) (x – c), a and c correspond to the x-intercepts (if a and c are real). **H.PRF.2a4** Use the formula to solve real world problems such as calculating the height of a tree after n years given the initial height of the tree and the rate the tree grows each year. **H.PRF.2a5** Rewrite rational expressions, a(x)/b(x), in the form q(x) + r(x)/b(x) by using factoring, long division, or synthetic division. **H.PRF.2a6** Write and use a system of equations and/or inequalities to solve a real world problem. **H.PRF.2b1** Translate a real-world problem into a one variable equation. **H.PRF.2b2** Solve equations with one or two variables using equations or graphs. **H.PRF.2b3** Transform a quadratic equation written in standard form to an equation in vertex form (x – p) = q 2 by completing the square. **H.PRF.2b4** Derive the quadratic formula by completing the square on the standard form of a quadratic equation. **H.PRF.2b5** Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square. **H.PRF.2b6** Solve systems of equations using the elimination method. **H.PRF.2b7** Solve a system of equations by substitution. **H.PRF.2b8** Solve systems of equations using graphs. **H.PRF.2b9** Solve a system containing a linear equation and a quadratic equation in two variables graphically and symbolically. **H.PRF.2b10** Understand that all solutions to an equation in two variables are contained on the graph of that equation.	Know the rate of change as the vertical change over the horizontal change. Differentiate using graphs between positive and negative rates of change. Identify the zeros as the x-intercepts of the graph of a quadratic expression. Identify the solutions to quadratic equations in one variable by simple inspection. Identify the solution to a system of linear equations graphically. Identify the graph of the solution set of a linear inequality in two variables.	Identify the rate of change in a graphical representation. Understand that the farther from 0 the rate of change is, the steeper the slope, and the closer to 0, the shallower the slope. Factor a quadratic expression with integer zeros. Identify equivalent rational expressions rewritten from $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$ by using factoring. Identify a one-variable equation that matches a word problem. Identify the solution to a one- or two-variable equations using a graph. Identify the solutions to quadratic equations in one variable. Solve a system of linear equations by substitution. Identify the graph of the solution set of a system of linear inequalities.	Interpret the meaning of the rate of change using graphical representations. Predict the change in rate based on a given change in one variable. Factor a quadratic expression. Explain the meaning of the zeros graphically. Use the quadratic formula to solve for the zeros of a quadratic expression. Identify equivalent rational expressions rewritten from $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$ by using factoring, long division, or synthetic division. Solve a system of equations and/or inequalities in a mathematical context. Match an algebraic expression with a word problem. Write a one-variable equation for a real-world problem. Identify the solution to a one- or two-variable equations. Solve quadratic equations in one variable by taking the square root or factoring. Solve a system of linear equations using the elimination method.	Use the quadratic formula to solve real-world problems or make predictions about solutions. Rewrite rational expressions $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$ by using factoring, long division, or synthetic division. Write and solve a system of equations and/or inequalities to solve a real-world problem. Transform a quadratic equation written in standard form to an equation in vertex form $(x - p)^2 = q^2$ by completing the square. Solve equations in one variable by completing the square. Solve a system that consists of a quadratic and a linear equation symbolically. Understand that all solutions to an equation in two variables are contained in the graph of that equation. Derive the quadratic formula by completing the square. Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$

Core Content Connector	Below Basic	Basic	Proficient	Advanced
H.PRF.2b11 Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary for non-inclusive inequalities. **H.PRF.2b12** Graph the solution set to a system of linear inequalities in two variables as the intersection of their corresponding half-planes. **H.PRF.2c1** Make predictions based on a given model. **H.PRF.2d1** Explain why the intersection of y = f(x) and y = g(x) is the solution of f(x) = g(x) for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, Using tables of values, or Using successive approximations that become closer and closer to the actual value.			Solve a system that consists of a quadratic and a linear equation graphically. Find the solution(s) of $f(x) = g(x)$, for any combination of linear and exponential equations, $y = f(x)$ and $y = g(x)$, using at least two methods.	for any combination of linear or exponential. Find the solution(s) of a combination of linear and exponential equations, $y = f(x)$ and $y = g(x)$ using a variety of methods.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

IDAA Science ALDs

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IDAA SCIENCE ACHIEVEMENT LEVEL DESCRIPTORS

Elementary School Science Achievement Level Descriptors

Assessed in Grade 5

Section 1: Physical Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Matter and Its Interactions	**CCC-PS1-5-1** Use a model to explain that matter is still present even when it too small to be seen. **CCC-PS1-5-2** Identify total weight data that show the total weight of matter before and after heating, cooling, or mixing materials. **CCC-PS1-5-3** Make observations and match the materials based on their properties. **CCC-PS1-5-4** Use observations to determine if the mixing of two or more substances results in a new substance.	Identify states of matter (gas, liquid, and solids) and properties of matter (e.g., color, hardness, flexibility, texture, luster, weight*). *For ALT, weight is appropriate instead of mass.	Recognize that matter does not change when broken into smaller pieces, has specific properties, and that weights of matter remain the same before and after heating, cooling, or mixing.	Use a model or data to show that matter is still present even when it is too small to be seen and that the total weight of matter remains the same before and after heating, cooling, or mixing. Use observations to match materials with their properties and determine if a new substance forms when multiple substances are mixed.	Identify a model that proves matter is present even though it is too small to be seen and determine missing weight data when a change occurs. Differentiate substances based on their physical properties, including comparing two original substances with the new substance formed after mixing.
Motion and Stability: Forces and Interactions	**CCC-PS1-3-1** Identify forces as the cause of an object's movement. **CCC-PS1-3-2** Predict the cycle of motion for an object moving in a pattern. **CCC-PS1-3-3** Describe how magnets interact with metal objects when they are not in contact with each other. **CCC-PS2-5-1** Use observations to determine that objects, regardless of weight, fall toward Earth due to its gravitational force.	Recognize objects that are stationary or moving. Recognize objects that are affected by magnetic forces.	Recognize the forces (push, pull, magnetic, gravity) acting on objects. Identify motion that follows a pattern.	Use observations to identify and/or describe the forces (push, pull, magnetic, gravity) causing an object's motion. Predict the cycle of motion for an object moving in a pattern.	Use data and/or a model to predict or describe the motion of an object. Identify a testable question to investigate the interactions of magnets with metal and non-metal objects.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Energy	**CCC-PS1-4-1** Recognize that if two identical objects are moving at different speeds, then the one moving faster has more energy. **CCC-PS1-4-2** Identify examples of energy transferring from place to place. **CCC-PS1-4-3** Predict the motion of a stationary object when a moving object collides with it. **CCC-PS1-4-4** Given a situation, identify the device that is used to convert energy from one form to another. **CCC-PS3-5-1** Trace the source of an animal's energy through a food chain back to the sun.	Identify that objects can move at different speeds and collide with one another. Recognize forms of energy (motion, sound, light, electricity, heat). Identify that animals need food.	Identify that energy is required for motion. Identify the types of energy and energy transfer, including collisions, in a given situation. Complete a model to show an animal's source of energy.	Recognize that the energy of moving objects varies with their speed and predict the motion of a stationary object following a collision. Identify examples of energy transferring, including devices used to convert forms of energy. Trace the source of an animal's energy through a food chain back to the sun.	Use data to identify when moving objects have the greatest or least energy and how the energy transfer between objects relates to the strength of the collision. Identify the path energy takes or sequence the steps needed to build a device that converts one form of energy to another. Use a model to show how the sun is the original energy source for every organism.
Waves and Their Applications in Technologies for Information Transfer	**CCC-PS2-4-1** Identify how wave patterns (amplitude and wavelength) can cause objects to move. **CCC-PS2-4-2** Identify the correct path light follows between a light source, the object, and the eye. **CCC-PS2-4-3** Describe how different sound patterns can convey different meanings.	Identify that waves are created when an object falls into water. Identify the sources of light and sound.	Identify that waves can have different heights and space between them. Identify that light is needed to see objects. Identify how sound patterns are different (e.g., loud and soft).	Identify how wave patterns can cause objects to move. Identify the correct path light follows that allows an object to be seen. Describe how different sound patterns can convey different meanings (e.g., through different pitches or patterns).	Use data to compare/contrast the relationship between the height of a wave and the size of object that produces it. Sequence the steps needed to see an object. Use data to determine how quickly and how far sound patterns can travel.

Section 2: Life Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
From Molecules to Organisms: Structures and Processes	**CCC-LS1-4-1** Identify the functions of various plant and animal structures. **CCC-LS1-4-2** Identify an animal's response to a given environmental stimuli. **CCC-LS1-5-1** Use data from investigations to identify that air and water are the main sources of growth materials for plants.	Identify plant and animal structures, plant needs, and the senses animals use to receive stimuli.	Distinguish between internal and external structures of plants and animals and Match animal senses and plant growth to environmental stimuli.	Identify the functions of various plant and animal structures and animal responses to stimuli. Use data to identify that air and water provide the source material for plants to grow.	Compare/contrast how the structures from different plants or animals that serve the same function meet the organisms' needs and describe how a response to stimuli helps animals. Use data as evidence to explain how plants get material for their growth.
Ecosystems: Interactions, Energy, and Dynamics	**CCC-LS1-3-1** Determine how the group behavior helps the animals. **CCC-LS2-4-1** Sequence the producers, consumers, and decomposers in a food web.	Identify plants, animals, and group behaviors among animals.	Identify the benefit of an animal group's behavior and the components of a food web (producer, consumer, decomposer).	Determine how group behavior helps the animals and sequence the components of a food web.	Gather evidence from a passage to determine how a group behavior helps predator/prey and show how matter flows through a food web.
Hereditary: Inheritance and Variation of Traits	**CCC-LS2-3-1** Use evidence from graphics to identify similarities and differences between parents and their offspring. **CCC-LS2-3-2** Identify evidence that shows how the environment has influenced traits in plants and animals.	Identify traits and needs of plants or animals.	Identify similarities in the traits of different species. Distinguish between an organism with its needs met and one without (e.g., a plant with sufficient light and water vs a plant without).	Use evidence to identify similarities and differences between parents and their offspring and how the environment influences traits in organisms.	Use evidence to identify variations in inherited traits. Given a set of specific traits, determine the environment where an organism would live.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Biological Evolution: Unity and Diversity	**CCC-LS2-5-1** Identify the environment in which the fossil animal or plant lived. **CCC-LS2-5-2** Determine which variation of the characteristic is most helpful to the animal in its current environment. **CCC-LS2-5-3** Determine the needs of organisms that can survive in a habitat and/or needs of organisms that cannot survive in a habitat. **CCC-LS2-5-4** Determine how the environment may need to change after a natural or manmade event in order for the organisms found there to survive.	Identify: a fossil, characteristics of an individual organism, features of a habitat, and a change in the environment.	Identify if a fossil is a plant or animal and that the characteristics within a species that can vary. Identify organisms living in a habitat. Identify organisms affected by an environmental change.	Identify the environment in which a fossil organism lived. Determine which variation of a characteristic is most helpful to an organism. Determine the needs of organisms that can/cannot survive in a specific habitat. Determine how an environment may need to change after an event in order for organisms found there to survive.	Use images to identify the relative age of fossils. Classify variations in a trait as an advantage or disadvantage. Use data to provide evidence that organisms whose needs are met will survive well. Determine if a human solution to an environmental change will be helpful or harmful to an organism's survival.

Section 3: Earth Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Earth's Place in the Universe	**CCC-ESS1-4-1** Describe how fossils in rock layers reveal changes in the landscape over time. **CCC-ESS1-5-1** Identify that the sun is the closest star to Earth. **CCC-ESS1-5-2** Use data and/or images to show that shadows can change in length and direction depending on the time of day in a predictable pattern. Use a graphical display to sequence up to four basic phases of the moon. Given a model, name the seasons.	Identify a fossil. Identify the sun, moon, shadows, and seasons.	Identify that rock layers show changes in landscape over time. Classify the sun as a star. Identify that Earth rotates and revolves around the sun. Identify the four basic phases of the moon and that a shadow requires a source of light.	Describe how fossils reveal changes in the landscape over time. Identify that the sun is the closest star to Earth. Use data/images to show that shadows change length and direction in a predictable pattern. Sequence the four basic phases of the moon and identify the season in a model.	Using fossils, describe how an environment changed over time. Using apparent brightness, determine which star is closest to Earth. Use models to identify patterns in the size and position of shadows, the phases of the moon, and Earth's motion to cause seasons.
Earth's Systems	**CCC-ESS1-3-1** Describe typical weather conditions expected during a particular season. **CCC-ESS1-3-2** Describe the climate of a region of the world. **CCC-ESS2-4-1** Use evidence (e.g., pictures, measurements, data) to show how erosion and/or weathering changes the landscape. **CCC-ESS2-4-2** Use map symbols to describe Earth's features.	Identify a season, weather conditions, erosion, weathering, fresh water, and salt water. Identify the components, both living and non-living, of a specific environment. Match map symbols to Earth's features.	Identify climates and weather conditions for a specific season and sources of erosion and weathering that change the landscapes. Locate Earth's features on a map using map symbols.	Describe the climate and typical weather conditions expected for a region of the world during a particular season. Use evidence to show how erosion and/or weathering changes the landscape. Use map symbols to describe Earth's features	Use data to predict the typical weather for a given location and time, identify differences between two climates, and describe the cause and effects of weathering and erosion on a landscape.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
	CCC-ESS2-5-1 Use a model to describe how an organism interacts with the land, water, or air in its environment. **CCC-ESS2-5-2** Using a model, identify where fresh water and salt water are found.		Identify sources of fresh water and salt water. Recognize that an organism relies on its environment to survive (ex. land, water, and/or air.)	and a model to identify where fresh water and salt water are found. Use a model to describe how an organism interacts with its environment.	Use a map to answer questions about Earth's features and Use data to compare the amount of salt water and fresh water on Earth. Use a model to determine how a change to the environment would affect the organisms living there.
Earth and Human Activity	**CCC-ESS2-3-1** Match the preventative measure to the related weather hazard. **CCC-ESS3-4-1** Describe an energy source's effect on the environment. **CCC-ESS3-4-2** Choose a design that would lessen the impact of a natural hazard on an environment. **CCC-ESS3-5-1** Describe ways to protect Earth's resources and clean up the environment.	Identify weather and natural hazards. Identify energy sources used by people. Distinguish between the terms "clean" and "polluted."	Identify the potential impact of natural hazards and ways to stay safe during them. Classify energy sources as renewable or nonrenewable and determine sources of pollution.	Choose a safety measure or design that would lessen the impact of weather and natural hazards. Identify an energy source's effect on the environment and Identify ways to protect the environment.	Describe how human actions and/or design solutions can reduce the impact of weather and natural hazards. Describe an advantage and/or a disadvantage to an energy source's effect on the environment. Describe the best solution to help protect the environment.

Middle School Science Achievement Level Descriptors

Assessed in Grade 8

Section 1: Physical Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Matter and Its Interactions	**CCC-PS1-MS-1** Use models to distinguish molecules as either simple molecules (such as oxygen) or extended structures (such as carbon dioxide). **CCC-PS1-MS-2** Recognize that chemical changes involve changes in the molecules (atoms are rearranged), leading to a new material with properties that are different from the properties of the original substances. **CCC-PS1-MS-3** Gather information to identify the natural resources used to make a synthetic product (e.g., petroleum into plastics, aluminum into cans). **CCC-PS1-MS-4** Use a model to identify that the particles that make up an object move fast or slowly, depending on the temperature of the object. **CCC-PS1-MS-6** Use presented evidence to determine if a reaction has released or absorbed thermal energy (e.g., fireworks).	Identify the physical and/or chemical properties of materials.	Recognize that changes in physical and/or chemical properties can occur during the heating or cooling of materials and chemical reactions.	Use models to identify different types of molecules and their behavior during chemical reactions and changes in physical conditions (e.g., temperature).	Use data and/or models to predict changes in molecules during chemical reactions and/or changes in physical conditions.
Motion and Stability: Forces and Interactions	**CCC-PS2-MS-1** Use models to predict how the motion of objects of the same size with different speeds will be affected when the objects collide. **CCC-PS2-MS-2** Predict how the motion of objects with different masses will change when acted on by forces. **CCC-PS2-MS-3** Use data to make statements about the effect of distance on the interactions between magnets. **CCC-PS2-MS-4** Predict how the motion of objects with different masses will change when acted on by forces. **CCC-PS2-MS-5** Relate the orientation of magnets and the distance between them to the behavior of the magnets.	Recognize that forces can cause motion and are needed to cause a change in motion.	Relate changes in motion (speed, and/or direction) to push/pull forces, collisions, attractive/repulsive non-contact forces, and/or gravity.	Use models to describe and predict changes in the relationships between mass, force, and motion (speed and direction). For non-contact forces (e.g., gravitational, magnetic, electric) also include relationship with distance.	Use data from an investigation to show how two different objects respond to a series of contact or non-contact forces.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Energy	**CCC-PS3-MS-1** Use mass and speed data to determine the object with the greatest kinetic energy. **CCC-PS3-MS-3** Describe situations where thermal energy is transferred (e.g., if ice is added to a cup of water or if water in a pot is heated on a stove). **CCC-PS3-MS-4** Use temperature data to determine the changes of objects of the same material but different masses when heat is applied for a certain period of time. **CCC-PS3-MS-5** Identify the motion energy transfer in presented examples (e.g., a ball that was moving begins to slow down, so this means that energy was transferred from the object).	Identify an object in motion has energy from its motion.	Identify changes and/or relative amounts of kinetic energy (speed) or thermal energy (temperature) in objects.	Use data to describe the amount and/or transfer of kinetic or thermal energy in a given scenario.	Use data from an experiment to explain changes to and/or transfer of kinetic or thermal energy in a given scenario.
Waves and Their Applications in Technologies for Information Transfer	**CCC-PS4-MS-1** Compare wave diagrams to identify differences in wavelength and amplitude. **CCC-PS4-MS-2** Use models to recognize that light can be reflected, absorbed, or transmitted (light passes through the object). **CCC-PS4-MS-3** Identify advantages or disadvantages of various means of communication.	Identify a wave and the mediums they can travel through. Identify different means of communicating.	Identify properties of a wave (e.g., frequency, amplitude, wavelength). Describe a method of using technology to communicate.	Use models or diagrams to describe the characteristics and behavior of waves. Identify advantages or disadvantages of various means of communication.	Use models and/or data to describe how waves behave when they strike other objects. Use data to explain why one means of communication may be better than another.

Section 2: Life Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
From Molecules to Organisms: Structures and Processes	**CCC-LS1-MS-1** Use evidence to show that all living things are made up of one or more cells, which are the smallest units that can be said to be alive. **CCC-LS1-MS-2** Describe the function of one or more of the following cell parts: nucleus, chloroplast, mitochondria, cell membrane, and cell wall. **CCC-LS1-MS-3** Use evidence to support a claim that groups of cells form tissues. Tissues come together to form organs, and multiple organs form organ systems. **CCC-LS1-MS-4** Use evidence to describe how living things share characteristics (e.g., response to the environment, reproduction, energy use, growth and development, life cycles, made of cells). **CCC-LS1-MS-5** Use a model or diagram to show that during photosynthesis, sunlight is used to combine carbon dioxide and water into food molecules, which can be used or stored by the plant and oxygen is given off. **CCC-LS1-MS-6** Describe how food must be broken down so that the nutrients can be absorbed by the organism.	Identify cells as the basic component of all living things.	Identify/recognize organelles (e.g., nucleus, mitochondria, chloroplast) and organs (e.g., heart, lungs, stomach) that have specialized functions.	Use evidence to describe the organization and functions within living organisms from cellular organelles (e.g., nucleus, chloroplast, mitochondria) to cells organizing into tissues, organs, and organ systems in multicellular life.	Use a model and/or evidence to describe how organelles and/or organs function together as a system within an organism.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Ecosystems: Interactions, Energy, and Dynamics	**CCC-LS2-MS-1** Use data as evidence to show whether a population increases or decreases as a result of a change in the availability of resources in the ecosystem. **CCC-LS2-MS-2** Describe interactions among organisms across multiple ecosystems (e.g., how a predatory, land-based animal interacts with prey in water ecosystems). **CCC-LS2-MS-3** Complete a cycle to show the flow of energy within the ecosystem. **CCC-LS2-MS-4** Use a food chain/web to complete an energy pyramid. **CCC-LS2-MS-5** Use data to determine the effect on a population when a supply is limited due to environmental conditions.	Identify an interaction or relationship of an organism within its ecosystem.	Identify factors, interactions, or relationships among organisms within an ecosystem that impact the health and functioning of the ecosystem.	Describe interactions and relationships among organisms across ecosystems and how they might respond to changes in the environment.	Describe how changes in interactions and/or availability of resources impact the health and functioning of the ecosystem.
Hereditary: Inheritance and Variation of Traits	**CCC-LS3-MS-1** Describe that changes to gene structures can cause new traits that may be helpful or harmful. **CCC-LS3-MS-2** Use a model to describe how asexual reproduction differs from sexual reproduction.	Identify that all living things reproduce. Identify that during reproduction, a physical mutation can occur in genes.	Identify and differentiate between asexual and sexual reproduction.	Describe how changes to gene structures during asexual or sexual reproduction can cause new traits in the offspring that may be helpful or harmful.	Explain that trait variation in offspring is the result of sexual reproduction but new traits (i.e., changes in structure and/or function) are the result of a genetic mutation.
Biological Evolution: Unity and Diversity	**CCC-LS4-MS-1** Given images of ancient and present-day organisms, describe how the organism changed over time (e.g., wooly mammoth and modern elephant). **CCC-LS4-MS-2** Compare fossils with present-day organisms with similar characteristics. **CCC-LS4-MS-3** Compare the similarities of organisms within a similar classification (e.g., genus, species). **CCC-LS4-MS-4** Describe a trait in a population that would help organisms survive in a specific environment (e.g., wolf surviving in Yellowstone Park better than in a desert environment). **CCC-LS4-MS-5** Use information to describe selective breeding as a process that allows the best traits to be chosen. **CCC-LS4-MS-6** Given a description of an environment, identify the animals or plants within a species that are most likely to survive.	Identify a similar inherited trait among different species (e.g., 4 legs for cats and dogs).	Identify and classify differences in traits in terms of helping the organism survive and reproduce (i.e., desired and undesired traits).	Compare the similarities and differences among related organisms (ancient and/or present-day) to identify changes and/or traits that would help the organism to adapt and survive in a specific environment.	Explain how changes or a specific trait in related organisms (ancient and /or present day) help an organism survive and reproduce in a specific environment.

Section 3: Earth Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Earth's Place in the Universe	**CCC-ESS1-MS-1** Use a model to identify Earth's seasons and relate them to Earth's tilt and revolution around the sun **CCC-ESS1-MS-2** Describe the motions of all objects in the solar system that occur due to the gravitational force of the sun. Our solar system is within the Milky Way galaxy which is one of many galaxies. **CCC-ESS1-MS-3** Use data to order the planets based on their size or distance from the sun. **CCC-ESS1-MS-4** Identify the relative age of fossils based on their location in a column of rock layers.	Identify the sun, planets, and moons in a model or diagram of the solar system. Recognize that some rock layers contain fossils.	Identify day, night, the four seasons, and orbits/gravity using a model or diagram. Identify the youngest and oldest rock layers based upon their position in a column.	Use models and/or data to describe Earth's place in the solar system, the motions of Earth and other solar system bodies and the results of those motions (e.g., seasons). Identify the relative age of fossils based on their location in a column of rock layers.	Use a model to explain motions within the solar system that result in changes in an object's orbit, day/night, and/or seasons. Use data to estimate the age of a fossil in a rock layer.
Earth's Systems	**CCC-ESS2-MS-1** Describe how heat from Earth's core powers the rock cycle. Describe how the water cycle impacts the rock cycle (weathering and erosion). **CCC-ESS2-MS-2** Given a scenario, describe which process (weathering, erosion, deposition) contributed to the change of Earth's surface. **CCC-ESS2-MS-3** Use maps to show how the shapes of continents fit together as evidence of plate motions. **CCC-ESS2-MS-4** Describe the parts of the water cycle. **CCC-ESS2-MS-5** Describe weather conditions to predict local weather patterns. **CCC-ESS2-MS-6** Describe how climate is determined in an area based on location, shape of land, and distance from water.	Identify materials and features of Earth's surface (e.g., tectonic plates, volcanoes, valleys, bodies of water, rocks, soils). Identify different surface conditions across Earth (e.g., climate, weather patterns, weather conditions).	Identify a process within one of the major cycles (e.g., tectonic, rock, water, climate) impacting Earth's surface.	Describe the major cycles impacting Earth's surface (e.g., tectonic cycle, rock cycle, water cycle, climate), the processes involved in these cycles, and their consequences.	Use a model and/or observational data to explain how the major cycles and surface processes continually modify Earth's features.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Earth and Human Activity	**CCC-ESS3-MS-1** Use data to explain why specific resources are limited. **CCC-ESS3-MS-2** Classify natural hazards as "predictable" or "not yet predictable." **CCC-ESS3-MS-3** Match human activities with their effect on Earth. **CCC-ESS3-MS-4** Link population increases to a greater need for consumption of resources. **CCC-ESS3-MS-5** Use data (numerical, graphical, or pictorial) as evidence of rising temperatures over the last 100 years.	Identify natural resources and resources that people need to survive. Identify natural hazards. Identify ways that people can benefit their environment. Identify an activity that uses gasoline.	Identify where natural resources are located on Earth. Identify locally relevant natural hazards. Identify ways in which human activities use natural resources and affect Earth.	Use data to explain why specific resources are limited and link population increases to greater consumption of resources. Classify natural hazards as "predictable" or "not yet predictable." Match human activities with their effect on Earth. Use data as evidence of rising temperatures over the last 100 years.	Associate a technology or safety measure with mitigation of a given natural hazard. Describe how human activities and consumption of natural resources, including nonrenewable resources, have both positive and negative effects on Earth. Describe ways in which rising temperatures could impact the biosphere.

High School Science Achievement Level Descriptors

Assessed in Grade 11

Section 1: Physical Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Matter and Its Interactions	**CCC-PSC1-HS-1** Use a model to show how atoms combine to form simple molecules (O_2) or complex molecules (NaCl or CO_2). **CCC-PSC2-HS-3** Identify increasing the amount of reactants or increasing the temperature as ways to speed up a chemical reaction. **CCC-PSC2-HS-4** Recognize that when chemicals change, new material is formed after the reaction with equivalent mass/atoms before and after.	Identify atoms or molecules as reactants in a chemical reaction.	Identify the elements in molecules that undergo changes during a chemical reaction and understand that the rate of reaction can vary as factors change.	Use a model to show how atoms combine during chemical reactions and show how changing factors cause the reaction rate to vary.	Use models, data, and/or evidence from an investigation to explain how atoms combine, reaction rates can vary, and mass is conserved during a chemical reaction.
Motion and Stability: Forces and Interactions	**CCC-PSP1-HS-3** Use models to predict how impact is minimized when protective components are included.	Identify a collision.	Identify ways to minimize the force in a collision.	Use models to predict how impact is minimized when protective components are included.	Use data to describe the best device that will reduce impact in a collision.
Energy	**CCC-PSP2-HS-5** Model magnetic behavior based on force.	Recognize that like poles repel each other and unlike poles attract each other.	Relate the orientation of magnets and the distance between them to the behavior of the magnets.	Model magnetic behavior based on force.	Explain the effect of one magnet on the behavior of another magnet when distance or force is changed in an investigation.
Waves and Their Applications in Technologies for Information Transfer	**CCC-PSP3-HS-1** Compare wave diagrams to identify differences in frequency, wavelength, and amplitude through media. **CCC-PSP3-HS-2** Identify an advantage or disadvantage of a specific digital information technology.	Identify the different media waves travel through. Identify different types of digital resources.	Identify a property of a wave. Identify safety practices when using digital communication.	Compare wave diagrams to identify differences in wave properties. Identify an advantage or disadvantage of a specific digital information technology.	Use data to show the impact of waves. Compare advantages or disadvantages of multiple digital information.

Section 2: Life Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
From Molecules to Organisms: Structures and Processes	**CCC-LS1-HS-1** Explain that the DNA in a cell's nucleus is the genetic code that creates proteins that determine a cell's function. **CCC-LS1-HS-2** Use a model to explain the function of a body system and identify the major organ in the system. **CCC-LS1-HS-3** Sequence the steps in an investigation to show how an organism reacts to stimuli. **CCC-LS1-HS-4** Use a model to explain what happens during cell division. **CCC-LS1-HS-5** Use a model to identify the inputs that go into the plant (e.g., sunlight, water) and the outputs from the plant (e.g., food, oxygen) during photosynthesis. **CCC-LS1-HS-6** Use a model to identify that the elements that make up sugar molecules can be used to form other molecules. **CCC-LS1-HS-7** Use a model of cellular respiration to explain the input and output of the process.	Identify that all living things are made up of cells, that can divide and combine to form organs in bodies. Identify the needs of plants and animals necessary for survival and stimuli that living organisms respond to.	Recognize that DNA in the nucleus of a cell as the control center of the organism controlling all processes such as cellular division, photosynthesis, metabolism, and responses to stimuli to maintain homeostasis.	Explain that DNA is the code for proteins that determine a cell's function. Use a model to explain the function of a body system, how an organism reacts to stimuli, or how cell division occurs. Use a model to demonstrate the inputs and outputs of photosynthesis, cellular respiration, and/or biosynthesis.	Describe how tissues are systems of specialized cells working together as part of body systems that also work together. Use a model to explain/describe photosynthesis, digestion, cellular respiration, biosynthesis, or the role of cellular division in growth and repair.
Ecosystems: Interactions, Energy, and Dynamics	**CCC-LS2-HS-1** Use data to determine if the food supply present in an ecosystem can sustain a specified increase in the number of organisms, or populations of organisms, eating that food supply in an ecosystem. **CCC-LS2-HS-2** Use data or a graphical representation to describe the relationship between population size and the availability of resources in an ecosystem. **CCC-LS2-HS-4** Create a food web that shows the movement of matter and energy within an ecosystem. **CCC-LS2-HS-5** Given a model, describe the role of carbon during photosynthesis and respiration as it moves through the environment. **CCC-LS2-HS-6** Classify natural and human-initiated changes in the physical environment that can affect a population. **CCC-LS2-HS-7** Identify actions that can be taken to preserve or restore the environment. **CCC-LS2-HS-8** Given a group behavior, explain how that behavior helps individuals and species survive and reproduce.	Identify the organisms and non-living environmental factors belonging to a specific ecosystem and the potential threats to the organisms. Identify that matter and energy are transferred among organisms in a food web beginning with the inputs and outputs of photosynthesis.	Recognize the interdependence of organisms in an ecosystem and the factors that could change the dynamics in the ecosystem. Follow matter through a food web and identify the processes of photosynthesis and cellular respiration.	Use data or graphical representation to describe the carrying capacity of an ecosystem and identify the natural and human-initiated changes that can impact it. Create a food web/model that shows the movement of carbon and energy through an ecosystem.	Use data/graphical representation to predict or explain changes in ecosystem dynamics. Explain how carbon moves through an ecosystem requiring more producers than consumers.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Hereditary: Inheritance and Variation of Traits	**CCC-LS3-HS-1** Explain how traits (genes) are passed from one generation to the next through DNA. **CCC-LS3-HS-2** Use a model to explain how new genetic combinations are a result of meiosis, DNA replication errors, or mutations caused by environmental factors.	Identify that the traits of an organism are determined by its genes.	Recognize that chromosomes, which are made up of DNA, can exchange material, be mutated, or replicate with errors determining different traits for closely related individuals.	Use a model to explain how genes and new genetic combinations are passed from one generation to the next.	Describe/explain how changes in DNA can result in changed traits while reproduction may or may not result in offspring with different traits.
Biological Evolution: Unity and Diversity	**CCC-LS4-HS-1** Using descriptions and pictures, determine the sequential development pattern from a fossil to a present-day organism. **CCC-LS4-HS-2** Determine which factor (e.g., an inherited genetic variation, limited resources, organisms that were more fit to survive in an environment) resulted in a specific adaptation within a species. **CCC-LS4-HS-3** Given a scenario of similar organisms with different traits, predict which organism will likely survive. **CCC-LS4-HS-4** Use evidence to explain that organisms that survive can pass on beneficial traits. **CCC-LS4-HS-5** Describe an environmental change that will result in changes in the population of organisms. **CCC-LS4-HS-6** Use data (pictorial, graphical, or tabular) to determine the effectiveness of a strategy to protect a species.	Identify a trait that is shared by two different species. Identify evolution as process that results in new species and that the needs and survival of an organism are specific to their environment. Identify human activity that negatively impacts a species.	Identify similar anatomical structures in a fossil organism and a living organism. Identify an advantageous inheritable trait that would increase an organism's chance of survival. Identify a change factor in a specific environment and species that have been impacted by human activity.	Determine the sequential pattern of development from a fossil to living organism. Determine which environmental change drove a specific adaptation within a species. Use evidence to predict which organisms will survive based on their beneficial traits and determine if a strategy to protect a species is effective.	Relate past and present organisms using fossil evidence or DNA data. Use data or evidence to explain that populations become better adapted over time. Use data to predict how a species will respond to environmental change and how human activity can continue without impacting species.

Section 3: Earth Science

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Earth's Place in the Universe	**CCC-ESS1-HS-1** Use a model to explain that the energy released from the sun's core warms the Earth and provides the surface of the Earth with light. **CCC-ESS1-HS-2** Use evidence to explain that the motion of distant galaxies is one way we know that the universe is expanding from its origin. **CCC-ESS1-HS-3** Use a model to explain that stars produce elements (including hydrogen, helium, and iron) during their life cycles. **CCC-ESS1-HS-4** Use data to predict the motion of an object with a consistent orbit. **CCC-ESS1-HS-5** Explain that the youngest rocks are formed as tectonic plates move apart.	Differentiate celestial bodies recognizing that stars provide energy to planetary systems and smaller celestial bodies orbit around larger celestial bodies. Identify a tectonic plate as part of Earth's crust.	Identify that a star goes through changes (life cycle) and that the universe is expanding. Recognize that the moon orbits Earth, Earth orbits the sun, and energy from the sun reaches Earth. Recognize that the tectonic plates making up Earth's crust move.	Use a model to explain how the sun's energy warms Earth's surface and that stars produce elements during their life cycles. Use the motion of distant galaxies to explain that the universe is expanding and use data to predict the orbital motion of celestial bodies. Explain that the youngest rocks form at tectonic spreading centers.	Use a model to describe how Earth's motions produce the seasons and to explain that a star produces larger elements as it goes through its life cycle. Use data to explain the expansion of the universe and to compare orbits in our solar system. Use evidence to show how the age of crustal rocks changes with

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
					distance from spreading center.
Earth's Systems	**CCC-ESS2-HS-1** Use models to demonstrate the results of surface and internal processes (e.g., mountains, valleys, sea mounts, volcanoes). **CCC-ESS2-HS-5** Use a model to explain how water changes Earth's materials and surface processes through erosion. **CCC-ESS2-HS-7** Explain how life on Earth changes as Earth's systems change (Note: limit to common occurrences and simple cause/effect relationships).	Identify surface processes within Earth's systems that change surface features.	Identify how internal processes, water, and life can change Earth's features, materials, and systems.	Use models to demonstrate/explain how internal processes, surface processes, water, and life can change Earth's surface and materials.	Predict how the biosphere and/or water will change Earth's systems or surface processes. Use a model to determine which surface or internal process formed a specific feature.
Earth and Human Activity	**CCC-ESS3-HS-1** Evaluate how the availability of natural resources and/or the occurrence of natural hazards influence human activity. **CCC-ESS3-HS-4** Predict how given technologies (e.g., recycling plants, devices to reduce emissions, etc.) will reduce the effect of human activities on natural systems based on a scenario. **CCC-ESS3-HS-5** Predict environmental change based on current climate data. **CCC-ESS3-HS-6** Use a model to explain the influence of two or more human activities on Earth's systems.	Identify natural resources. Identify environmental changes and human actions that impact Earth's systems.	Recognize patterns between natural resource availability and human activity and identify technologies that can reduce human impact on the environment. Recognize patterns in Earth's climate and how human activities can influence Earth's system over time.	Evaluate how natural resources and hazards influence human activity, how human activities influence Earth's systems, and predict how technologies can reduce the impact of these activities. Predict environmental change based on current climate data.	Predict human activity based on natural resource availability and/or the occurrence of natural hazards. Use a model or data to explain/predict future rates of change in Earth's systems and how human activity, including technology, might influence these changes.

ATTACHMENT 3

08.02.03 – RULES GOVERNING THOROUGHNESS

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (3-15-22)

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 https://boardofed.idaho.gov. (3-15-22)

a. Arts and Humanities Categories: (3-15-22)

i. Dance, as revised and adopted on August 11, 2016; (3-15-22)

ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (3-15-22)

iii. Media Arts, as adopted on August 11, 2016. (3-15-22)

iv. Music, as revised and adopted on August 11, 2016; (3-15-22)

v. Theater, as revised and adopted on August 11, 2016; (3-15-22)

vi. Visual Arts, as revised and adopted on August 11, 2016; (3-15-22)

vii. World languages, as revised and adopted on August 11, 2016. (3-15-22)

b. Computer Science, adopted on November 28, 2016. (3-15-22)

c. Driver Education, as revised and adopted on August 10, 2017. (3-15-22)

d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (3-15-22)

e. Health, as revised and adopted on August 11, 2016. (3-15-22)

f. Information and Communication Technology, as revised and adopted on August 10, 2017. (3-15-22)

g. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-15-22)

h. Mathematics, as revised and adopted on August 11, 2016. (3-15-22)

i. Physical Education, as revised and adopted on August 11, 2016. (3-15-22)

j. Science, as revised and adopted on August 10, 2017. (3-15-22)

k. Social Studies, as revised and adopted on November 28, 2016. (3-15-22)

l. College and Career Readiness Competencies adopted on June 15, 2017. (3-15-22)

02. The English Language Development (ELD) Standards. The WIDA 2020 English Language Development (ELD) Standards statements as adopted by the State Board of Education on August 26, 2021. Copies of the document can be found at https://wida.wisc.edu. (3-15-22)

03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

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~~ October 20, 2022. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. ~~(3-15-22)~~ ( )

05. The Idaho Content Standards Core Content Connectors. The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education. Copies of the document can be found at the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (3-15-22)

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (3-15-22)

c. Science, as adopted by the State Board of Education on June 19, 2019. (3-15-22)

06. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on ~~October 18, 2017~~ October 20, 2022. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. ~~(3-15-22)~~ ( )

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 https://boardofed.idaho.gov. (3-15-22)

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 https://boardofed.idaho.gov. (3-15-22)

09. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (3-15-22)

Special Board Meeting

IDAA and ISAT Science Standard Setting

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Topics

- Achievement Standards
  - Idaho Alternate Assessment (IDAA)
    - English Language Arts/Literacy, Math, Science
    - For Students with Significant Cognitive Disabilities
  - Idaho Standards Achievement Test
    - Science (ISAT Science)

Content vs. Achievement Standards

- Academic Content Standards
- Achievement Standards
  - Achievement Levels
  - Achievement (Performance) Level Descriptors
  - Cut Scores

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IDAA Cut Scores

ELA/literacy

Achievement Level	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*	*Grade 10*
Advanced	*326*	*326*	*336*	*334*	*331*	*326*	*334*
Proficient	*300*	*300*	*300*	*300*	*300*	*300*	*300*
Basic	*276*	*267*	*278*	*277*	*277*	*280*	*282*

Mathematics

Achievement Level	*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*	*Grade 10*
Advanced	*326*	*332*	*316*	*329*	*325*	*332*	*324*
Proficient	*300*	*300*	*300*	*300*	*300*	*300*	*300*
Basic	*277*	*286*	*263*	*282*	*274*	*275*	*265*

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IDAA Cut Scores

Science

Achievement Level	Grade 5	Grade 8	Grade 11
Advanced	344	346	331
Proficient	300	300	300
Basic	273	280	270

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ISAT Science Score Ranges

Grade Level	Level 1	(Below Basic)	Level 2	(Basic)	Level 3	(Proficient)	(Level 4)	(Advanced)
Science	From	To	From	To	From	To	From	To
5	400	479	480	505	506	533	534	600
8	700	776	777	806	807	831	832	900
11	1000	1081	1082	1107	1108	1145	1146	1200

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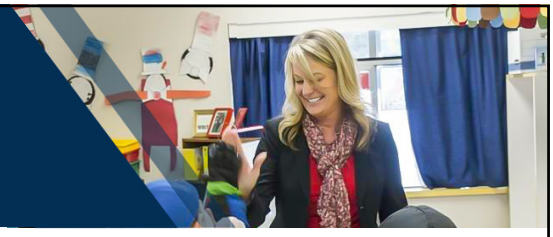
Questions



Ayaka Nukui | Assessment and Accountability
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208.332.6926
anukui@sde.Idaho.gov
www.sde.idaho.gov

Supporting Schools and Students to Achieve

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