



Georgia CRCT-M

Criterion-Referenced Competency Tests - Modified

2013 Score Interpretation Guide

Grades 3-8



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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INTRODUCTION

This *Score Interpretation Guide* is written for Georgia teachers and administrators who receive score reports from the 2013 administration of the Criterion-Referenced Competency Tests – Modified (CRCT-M). This guide has four sections. The first section presents an overview of key terms and test-related concepts. The second section offers general guidelines for interpreting CRCT-M scores. The third section provides a snapshot and overview of each score report. The fourth section contains the CRCT-M Performance Level Descriptors for each content area and grade.

Georgia’s CRCT-M are designed to measure student acquisition and understanding of the knowledge and skills set forth in the Common Core Georgia Performance Standards (CCGPS) for Reading, English/Language Arts, and Mathematics. The CRCT-M program has been developed for those students with disabilities who are receiving special education services and whose Individualized Education Program (IEP) specifies that they would be best assessed through an alternate assessment based on modified academic achievement standards. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction in the state’s curriculum (CCGPS), and to gauge the quality of education throughout Georgia.

Students with disabilities must meet specific criteria to be eligible to participate in the CRCT-M. Decisions about a student’s eligibility to participate in the CRCT-M are made independently for each content area based on how each student’s disability precludes his/her performance in that content area.

OVERVIEW OF KEY TERMS AND TEST-RELATED CONCEPTS

KEY TERMS

Accommodations

Accommodations are changes in a test administration that modify how a student takes or responds to the assessment. The accommodations allowed on the tests are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities. When used appropriately, they reduce or even eliminate the effects of a student's disability. They do not, however, reduce learning expectations.

There are two types of accommodations:

- **Standard Accommodations** provide access to the assessment without altering the construct measured by the assessment.
- **Conditional Accommodations** are more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations may only be provided to students who meet eligibility criteria.

The type of accommodation provided determines the administration type (see below). For more information on accommodations, see the *2012–2013 Student Assessment Handbook* and the *2008–09 Accommodations Manual* (both posted on the Georgia Department of Education's website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>).

Administration Type

Administration type refers to the testing conditions under which a given student participates in an assessment. Under IDEA and NCLB, all students must participate in the state's annual assessment of the CCGPS. Students with disabilities (including those with Section 504 plans) often need accommodations to participate meaningfully in an assessment.

There are two types of administration:

- **Standard Administration** refers to testing conditions in which the procedures and directions prescribed in the administration manual are followed **exactly**. This includes administrations where students are provided standard accommodations, such as testing in a small-group setting or using large-print materials.

- **Conditional Administration** (formerly referred to as *nonstandard administration*) refers to any testing conditions in which conditional accommodations are provided. Because conditional accommodations may begin to encroach on what the test measures, caution must be exercised when determining whether a student requires such accommodations to access the test. Test results for students who receive such accommodations must be interpreted in light of the conditional administration.

CRCT-M

Georgia's Criterion-Referenced Competency Tests - Modified (CRCT-M) are administered in Reading, English/Language Arts, and Mathematics in grades 3 through 8. These tests measure how well students have acquired the skills and knowledge mandated by the Common Core Georgia Performance Standards (CCGPS).

The CRCT-M has been designed to be more accessible for those students who have struggled to show what they have learned on the general assessment. The enhancements and features are similar to the types of instructional strategies teachers use in their classrooms on a regular basis.

Test Design Features

- The CRCT-M has fewer test items.
- The size of the print is larger.
- Fewer items appear on each page.
- Items are placed in a single-column.
- Items that test the same content are grouped together (e.g., fraction items are grouped together).

Test Item Enhancements

- Key words may be **boldfaced**, *italicized*, or appear in ALL CAPS to help students focus on important information.
- Hint boxes have been added to some items. These hints are designed to serve as helpful reminders, providing information to aid students in understanding what the question is asking.
- Graphic organizers (visual aids that help) accompany some items.
- Extraneous information has been deleted when appropriate.
- Simplified sentence structure and vocabulary is used when appropriate.

TEST-RELATED CONCEPTS

Domain

A domain is a group of related curricular standards within a content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and their classes as a whole.

GTID

The Georgia Testing Identifier (GTID) is a unique number assigned to each student in the state for the purpose of linking the student's performances on various tests.

Lexile Score

A Lexile, sometimes called a Lexile measure, is a standard score that matches a student's reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1700L. Lexile scores are used to match readers with texts of appropriate difficulty levels.

Mean

The mean is the arithmetic average of a set of scores. The mean is found by adding all the scores in a given distribution and dividing that sum by the total number of scores.

Percent Correct

The percent correct is the number of correct responses divided by the number of items in a content domain. This statistic is used to summarize a group's performance in a given content domain (whether at the class, school, system, or state level) and to provide educators with an indication of the group's relative strengths and weaknesses.

Performance Level

A performance level is a range of scores that defines a specific level of performance, as articulated in the Performance Level Descriptors. Performance levels for the CRCT-M are: *Below Proficiency*, *Emerging Proficiency*, and *Basic Proficiency*.

Performance Level Descriptor

A performance level descriptor is a statement describing each performance level in terms of what the student has learned and can do. A condensed version is provided for parents in the Individual Student Reports. More detailed versions of the Performance Level Descriptors for grades 3 through 8 are provided for Georgia educators on pages 24-45 of this document.

Scale Score

A scale score is a mathematical transformation of a raw score. Scale scores provide a uniform metric for interpreting and comparing scores within each grade and content area.

Standard Deviation

The standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation. When there is only one student, the standard deviation is undefined, and represented on the reports as “N/A.”

Standard Error of Measurement (SEM)

The standard error of measurement is the amount an examinee’s observed score (the score the examinee actually receives on the test) may vary from his or her “true” score, based on the reliability of the test.

Scale Score and Performance Levels

The scale score reported for each content area is derived by converting the number of correct responses on the test (the raw score) to the CRCT-M scale. Since the scale scores are equivalent across test forms within the same content area and grade, students obtaining the same score have demonstrated the same level of performance with respect to the CCGPS.

- Scores that are at or above 330 indicate a level of performance that exceeds modified grade-level expectations. (*Basic Proficiency*)
- Scores from 300 to 329 indicate a level of performance that meets modified grade-level expectations. (*Emerging Proficiency*)
- Scores below 300 indicate a level of performance that does not meet grade-level modified expectations. (*Below Proficiency*)

The scale score values for Emerging and Basic Proficiency (300 and 330, respectively) are the same for all content areas. However, the mean score, standard deviation, and standard error of measurement are unique to each content area and grade because scale scores are based on the standards set independently for each content area and grade. Standards can vary in difficulty across grades and content areas. The following chart shows the scale score ranges for each performance level.

CONTENT AREA	GRADE	BELOW PROFICIENCY	EMERGING PROFICIENCY	BASIC PROFICIENCY
READING	3	200 to 299	300 to 329	330 to 430
	4	200 to 299	300 to 329	330 to 420
	5	200 to 299	300 to 329	330 to 430
	6	200 to 299	300 to 329	330 to 420
	7	200 to 299	300 to 329	330 to 430
	8	200 to 299	300 to 329	330 to 430
ENGLISH/ LANGUAGE ARTS	3	200 to 299	300 to 329	330 to 410
	4	200 to 299	300 to 329	330 to 410
	5	200 to 299	300 to 329	330 to 410
	6	200 to 299	300 to 329	330 to 410
	7	200 to 299	300 to 329	330 to 420
	8	200 to 299	300 to 329	330 to 410
MATHEMATICS	3	200 to 299	300 to 329	330 to 430
	4	200 to 299	300 to 329	330 to 410
	5	200 to 299	300 to 329	330 to 410
	6	200 to 299	300 to 329	330 to 410
	7	200 to 299	300 to 329	330 to 420
	8	200 to 299	300 to 329	330 to 410

NOTE: For the reasons stated above, it is not appropriate to compare scale scores across grades and content areas; however, it is appropriate to compare scores from one administration to another for the same grade and content area, as long as the tests are based on the same curriculum.

Number Correct and Percent Correct at the Domain Level

For each content domain, the number of correct answers is reported in the Individual Student Report. Percent correct by domain is reported on PL1 and Building Summary reports. These scores should be used cautiously to determine a student’s relative strengths and weaknesses within a content area.

Standard Error of Measurement and Error Bands

Since no test measures performance with perfect reliability, it is important to take into account the standard error of measurement (SEM) when interpreting test scores. The SEM is calculated independently for each CRCT-M, and an error band (plus/minus one SEM unit) is reported together with the student’s scale score. It is important to note that the SEM is a function of the number of items on which a particular score is based. The SEM is reported in the Individual Student Report as a range above and below the student’s score on each test. For example, if a student receives a score of 308, the SEM range might be 297-319. The wider this range, the greater the potential variation between the student’s observed score and his or her “true” performance level. The SEM is a way to measure this variation in performance. If a student were to take this test multiple times, all of his or her scores would likely fall within the SEM range.

GENERAL GUIDELINES FOR SCORE INTERPRETATION

This section provides general guidelines for interpreting CRCT-M scores. Schools are advised to help parents understand the CRCT-M score reports, and teachers should help parents understand their child's individual strengths and weaknesses in relation to the curriculum. School systems and individual schools should use the school, system, and state summary reports to understand the strengths and weaknesses of the system's or school's curriculum and instruction. In general, the CRCT-M is a measure of the state's mandated curriculum, and score interpretation should focus on how well students have acquired the skills and knowledge described in the Common Core Georgia Performance Standards (CCGPS).

Key Abbreviations and Terms Used in Reports

Educators should familiarize themselves with the following abbreviations before assisting others in interpreting individual student reports or school, system, and state summary reports:

- **DNA**—This designation indicates that a student **Did Not Attempt** a test according to the guidelines established for the CRCT-M program. For example, if a student is absent for a content area test, he or she would receive a DNA rather than a scale score for that test.
- **PTNA**—This designation indicates **Present Test Not Attempted**. A PTNA designation occurs if a student was present for the test administration but did not attempt enough items in one or more content areas, or if the PTNA bubble is marked on the student's answer document. For example, if a student is present for a test administration but refuses to take the test, he or she would receive a PTNA rather than a scale score for that test.
- **IV**—This designation indicates that there was an irregularity associated with a student's test administration and the student's score was **Invalidated**. For example, if a student cheats on a test, he or she would receive an IV rather than a scale score for that test. Scores associated with an invalidated administration are not included when computing statistics for the summary reports.
- **PIV**—This designation indicates that there was an irregularity in test administration that resulted in a **Participation Invalidation**. In a Participation Invalidation, the student's score is invalidated **and** the student is not considered a participant for accountability purposes. For example, if a student receives an inappropriate accommodation on a test, the student would receive a PIV rather than a scale score for that test, and he or she would **not** be counted as a test participant.
- **CA**—This designation indicates that the student was provided conditional accommodations that resulted in a **Conditional Administration** of the test. A test score for a student provided such accommodation(s) must be interpreted in light of this conditional administration.

Interpreting Scale Scores—Total Test

Scale scores are comparable across all test forms and administrations for the same content area and grade. For example, a scale score of 320 (Emerging Proficiency) from one administration of the grade 5 Mathematics CRCT-M indicates the same performance level as a score of 320 from any other grade 5 Mathematics CRCT-M administration.

The content and associated performance standards differ for each grade and content area. Therefore, scale scores are not comparable **across** content areas or grade levels.

Interpreting Number and Percent Correct—Domain Level

For each content domain, the number of correct answers is reported in the Individual Student Report. Both number correct and percent correct by domain are provided on the PL1 Roster and Content Area Summary reports. The number correct provides some indication of a student's relative strengths and weaknesses within that content area. Caution should be taken in comparing student performance across domains, however, because the number and difficulty of items in different domains may vary.

Students who take the Braille version of the CRCT-M are scored only on those items that are present on the Braille form of the test. Because some test items cannot be converted to Braille, the Braille version may have a different number of items in a given domain than other CRCT-M versions.

Interpreting Performance Data

The “cut scores,” the points on the scale distinguishing different performance levels, are the same across all forms and administrations. A scale score of 300 is the cut score for *Emerging Proficiency*, and a score of 330 is the cut score for *Basic Proficiency*.

Interpreting Group Data

Summary reports are provided for schools, systems, and the state as a whole. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with these group statistics. For this reason, summary information for groups of fewer than ten students should be interpreted with caution. It should also be noted that the sum of the percents of students falling in each performance level may not total exactly 100 percent due to rounding.

NOTE: Summary information for groups smaller than 10 is considered confidential and should be used only for making instructional decisions.

Results from students using the Braille version of the test are included in the school and system summary reports where *number correct* is reported. Because the total number of items in a grade or content area on the Braille version may differ from that on the printed version, caution should be taken when comparing the performance of students who took the Braille version with the performance of students who took the standard printed test.

Interpreting Lexile Scores

A Lexile is a standard score that matches a student’s reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1700L. A Lexile can be interpreted as the level of text that a student can read with 75 percent comprehension. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The Reading CRCT-M has been linked to the Lexile framework in an effort to provide teachers with an additional indicator of a student’s reading ability. **A student must take the Reading CRCT-M and receive a Reading scale score in order to have a Lexile measure.**

In advising parents, educators should point out that the Individual Student Report not only shows the student’s obtained Lexile measure but also displays two ranges—a “Leisure” reading range and a “Challenging” reading range—with suggested sample titles for each. The Leisure range represents the easiest kind of reading material that is appropriate for the student (this range is found by subtracting 100L from the student’s Lexile measure). The Challenging range represents the most difficult level of material the student can read successfully (found by adding 50L to the student’s Lexile measure). Some students may receive “BR” as their Lexile measure, which denotes a Beginning Reader and indicates that the student can read the simplest of books.

A student’s full Lexile range can be used in selecting reading material for the classroom and at home. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile framework. The Lexile score is a useful tool for matching student readers with appropriate texts.

When advising parents about how to use their student’s Lexile measure and range to select reading material, remember to stress the following points:

- The Lexile measure is a good starting point but should not be the only factor in identifying reading material.
- The Lexile measure is a measure of textual difficulty and does not take into account age appropriateness, student interest, or the quality of the text.
- Educators and parents should always preview books before encouraging students to read them.

It is generally not appropriate to calculate a mean Lexile score for a class, school, or system. The Lexile measure is intended to match an individual student’s reading ability with texts of appropriate difficulty levels.

To find out more about using Lexiles in the classroom or at home, visit the Georgia Department of Education’s Lexile Framework webpage at www.gadoe.org.

Interpreting Scale Scores from a Conditional Administration

Students with disabilities who take the CRCT-M are allowed accommodations on the CRCT-M that are consistent with the instructional and testing accommodations annotated in the student's IEP and IAP. Only accommodations approved by the GaDOE may be used. Certain accommodations are considered standard and do not affect score interpretation. However, other accommodations are nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities to access the annual assessments. **A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided to the student during testing, because conditional accommodations are more expansive than standard accommodations and may encroach on the knowledge and skills targeted by the assessment.**

An **accommodation** for the CRCT-M is an alteration in the administration of an assessment that allows students to participate. Appropriate accommodations should be clearly determined by a student's Individualized Education Program (**IEP**) team, a Section 504 Individual Accommodation Plan (**IAP**) Committee or an English Learner Test Participation Committee (**EL/TPC**).

During a teacher-parent conference about the results from a conditional administration, the teacher should review the test results in light of the student's IEP, IAP, or EL/TPC and state the type(s) of accommodation provided during testing. Discussions should focus on the fact that the student obtained his or her CRCT-M score with conditional accommodation(s), and that it is not clear how his or her performance would be affected if such conditional accommodation(s) were removed.

The discussion should also include what type(s) of instructional and testing accommodations will be allowed in the student's IEP, IAP or EL/TPC next year. The goal should always be to allow the student to learn and demonstrate what he or she has learned with fewer accommodations over time. Accommodations should foster independence for students, not dependence.

NOTE: The Reading CRCT-M results in two scores: a CRCT-M scale score and a Lexile measure. If a student takes the Reading test with conditional accommodations, both scores need to be interpreted in light of this conditional administration.

CRCT-M SCORE REPORTS

In this section, snapshots and brief descriptions are provided for each of the CRCT-M score reports. These descriptions will familiarize you with the general layout of the reports, their intended purposes, and the key information contained in them.

STUDENT SCORE LABEL

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, CARMINE J**
 GTID: **1234567890** SCHOOL: **Central Elementary**
 Gender: **M** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **BR**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	232	Below
ELA	298	Below
MATHEMATICS	--	DNA

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, OLIVIA**
 GTID: **2345678901** SCHOOL: **Central Elementary**
 Gender: **F** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **BR**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	240	Below
ELA	308	Emerging
MATHEMATICS	PTNA	--

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, WILLIAM T**
 GTID: **4567890123** SCHOOL: **Central Elementary**
 Gender: **M** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **BR**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	220	Below
ELA	288	Below
MATHEMATICS	289	Below

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, MARK**
 GTID: **3456789012** SCHOOL: **Central Elementary**
 Gender: **F** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **N/A**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	--	DNA
ELA	334-CA	Basic
MATHEMATICS	309-CA	Emerging

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, JAMIE C**
 GTID: **0123456789** SCHOOL: **Central Elementary**
 Gender: **F** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **N/A**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	PTNA	--
ELA	275	Below
MATHEMATICS	--	DNA

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, ALISON**
 GTID: **7890123456** SCHOOL: **Central Elementary**
 Gender: **F** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **380L**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	300	Emerging
ELA	288	Below
MATHEMATICS	287	Below

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, JOSHUA**
 GTID: **5678901234** SCHOOL: **Central Elementary**
 Gender: **M** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **640L**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	340	Basic
ELA	285	Below
MATHEMATICS	282	Below

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2013

Name: **STUDENT, ROY S**
 GTID: **6789012345** SCHOOL: **Central Elementary**
 Gender: **M** SYSTEM: **Friendly County**
 Grade: **3**

Lexile: **260L**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
READING	282	Below
ELA	300	Emerging
MATHEMATICS	PIV	--

The Student Score Label is designed so that each student's test results can be placed in the student's permanent record. A label is provided for every student in grades 3 through 8 who participated in the Spring 2013 CRCT-M administration. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student's cumulative school record. The label presents a snapshot of the student's results on the CRCT-Ms. It lists the student's Lexile measure and the scale scores for each content area. It also indicates the student's performance level: *Below Proficiency*, *Emerging Proficiency*, or *Basic Proficiency* for each content level. If the student did not attempt (DNA) or did not complete one or more content areas (PTNA), or if the student's results were invalidated for any reason (IV or PIV), the appropriate code will be reported in place of a scale score.

The illustration on the previous page shows the various scores and codes that might appear on the Student Score Labels.

- The sample labels for Carmine Student, Olivia Student and William Student show a Lexile measure of BR for Beginning Reader.
- The sample label for Jamie Student shows PTNA where normally a Reading scale score would appear, indicating that Jamie was present but did not attempt (or answered fewer than ten items on) this content area test. Because a student must take the CRCT-M in Reading to obtain a Lexile measure, Jamie's Lexile is reported as N/A.
- The sample label for Olivia Student shows PTNA where normally a Mathematics scale score would appear, indicating that she was present but did not attempt (or answered fewer than ten items on) this content area test.
- The sample labels for Alison Student and Joshua Student are examples of students who took the CRCT-M in all content areas with no irregularities.
- The sample label for Mark Student shows scale scores with a "-CA" (Conditional Administration) designation, indicating that he received conditional accommodations on two content area tests.
- The sample label for Roy Student shows PIV where normally a Mathematics scale score would appear, indicating that he received an inappropriate accommodation on this test and will not be counted as a test participant.

INDIVIDUAL STUDENT REPORT



Georgia
CRCT-M

Student **STUDENT, SAMPLE**
Birthdate **04/2000**
GTID **0123456789**

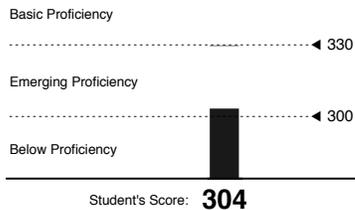
Grade **5**
System **Friendly County** 333
School **Central Elementary** 4444

Individual Student Report

Spring 2013 / Criterion-Referenced Competency Tests - Modified

Reading CCGPS

Performance Levels



This student's score is **304**, which is within the **Emerging Proficiency** performance level in the standard for Reading.

A scale score of **304** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Reading score could be within the standard error of measurement range of 294 to 314.

Reading Domains

	Number Correct	Number Possible
Literary Comprehension	7	13
Information & Media Literacy	7	11
Reading Skills & Vocabulary Acquisition	4	6

Performance Level 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines). Students who meet the modified expectation are beginning to understand what they read in literary and informational text. They answer questions about the text, but may have difficulty showing where text supports their response. They are beginning to use clues in their reading to define new words. Students are starting to pick out the main idea and details of what they read, and are beginning to identify different viewpoints with supporting evidence. They are beginning to recognize character development, the stated theme of a story, and draw conclusions about what they read. They understand how text is organized and can integrate some information from two texts. They are beginning to interpret the purpose of text-related illustrations and graphics. Students who meet the modified expectation show an emerging understanding of what they read.

Lexile® Information

The Lexile Framework® for Reading is an educational tool that links text and readers using a common metric known as the Lexile. A Lexile is a standard score that matches a student's reading ability with difficulty of text material. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L.

Where can I find books within this student's Lexile range?

Libraries have many books that have been tagged with a Lexile score. Ask your public librarian or your school media specialist. In addition, the Lexile Find a Book Database contains tens of thousands of titles. At www.lexile.com you can search by book title, author, keyword, or Lexile range.

Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest, or the quality of the text. The Lexile measure is a good starting point in your book-selection process, with these other factors then being considered. Educators and/or parents should always preview books. The suggested titles are not necessarily endorsed or recommended by the Georgia Department of Education or your student's school system.

Lexile® Information

This Student's Lexile Measure: 630L

For leisure reading, this student finds most books in this range easy to understand. 530L-630L

Suggested titles that fall within this range include:

Title	Author	Lexile
The Exchange Student	Pollack, Pam et al.	530
Susan B. Anthony	Monzell, Helen Albee	580
Never Mind!	Vail, Rachel : Avi	620

Books in this range provide a motivating challenge. 630L-680L

Suggested titles that fall within this range include:

Title	Author	Lexile
Women Explorers of the Oceans	McLoone, Margo	640
Leonardo's Horse	Fritz, Jean	660
The Island-Below-The-Star	Rumford, James	680

Please visit www.gadoe.org for more information.

Print Date: 5/2/2013

INDIVIDUAL STUDENT REPORT (SECOND PAGE)

Individual Student Report

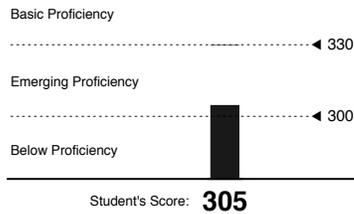
Spring 2013 / Criterion-Referenced Competency Tests - Modified

Student **STUDENT, SAMPLE**

GTID **0123456789**

English/Language Arts CCGPS

Performance Levels



This student's score is **305**, which is within the **Emerging Proficiency** performance level in the standard for English/Language Arts.

A scale score of **305** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her English/Language Arts score could be within the standard error of measurement range of 297 to 313.

English/Language Arts Domains

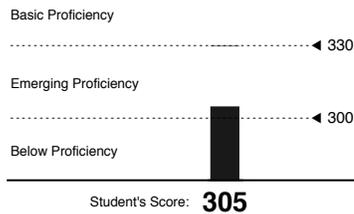
	Number Correct	Number Possible
Grammar and Sentence Construction	15	20
Research & Writing Process	7	20

Performance Level 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines). Students who meet the modified expectation have a minimal understanding of the various purposes for writing. They are still developing the ability to include relevant support for ideas and use a variety of strategies, including precise language, domain-specific vocabulary, and transitional words/phrases to develop descriptive, focused, and logically organized writing. They are beginning to apply the rules of English grammar, including maintaining consistent verb tense. They are developing the correct use of varied sentence structures and may combine sentences to show relationships among ideas and for style. Students who meet the modified expectation have an emerging understanding of the writing process appropriate for this grade level, including research and the use of English grammar, syntax, and punctuation.

Mathematics CCGPS

Performance Levels



This student's score is **305**, which is within the **Emerging Proficiency** performance level in the standard for Mathematics.

A scale score of **305** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Mathematics score could be within the standard error of measurement range of 300 to 310.

Mathematics Domains

	Number Correct	Number Possible
Number and Operations	7	25
Algebra	2	5
Geometry	3	8
Measurement and Data Analysis	12	12

Performance Level 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language). Students who meet the modified expectation understand simple mathematical ideas and procedures. They solve problems that involve whole numbers but may have difficulty solving problems that involve decimals using the four operations. They are beginning to add and subtract fractions with unlike denominators. They identify but may have difficulty writing decimals to the thousandths. They are beginning to write and interpret numerical expressions and generate simple patterns when given rules. They are beginning to convert within a given measurement system to solve problems. They are starting to recognize two-dimensional figures and are beginning to compute volume of prisms. They graph points in the first quadrant on a coordinate plane. They represent and interpret simple data. They apply some problem-solving skills and make some computational errors.

Go to the Georgia Department of Education website at www.gadoe.org for additional information about the CRCT-M and the Common Core Georgia Performance Standards.

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Note:

Score interpretation: A single exam can provide only limited information. A student taking the same test more than once might score higher or lower in each content area within a small range. Performance at the domain level should be interpreted with caution due to the limited number of items. Please regard domain information as an indication of a student's relative strengths and areas that may need improvement. Confirm this student's performance by reviewing classroom work, other standards-based assessments, and this student's progress reports during the year.

* Conditional administration: A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing. Contact the teacher for specific accommodations provided for this student.

Print Date: 5/2/2013

Two copies of the Individual Student Report are provided - one for the parent and one for the student's permanent record. Classroom teachers can use this report to evaluate a student's performance in each content area, and they can review these results with parents during a parent-teacher conference.

For students in grades 3 through 8, this report consists of one double-sided page, where the first provides information on the student's performance in Reading and the Lexile information, and the back side provides information on the student's performance in English/Language Arts and Mathematics.

Regardless of grade or content area, the information reported is similar on both pages of the Individual Student Report. On the left side of the page, results for a given content area are shown. The student's scale score appears below a vertical bar, which graphically illustrates the performance level the student has achieved in this content area. Marks to the right of the bar indicate the scale score needed to reach *Emerging Proficiency* and *Basic Proficiency*. Below this graph are explanations of the student's scale score and performance level, as well as the standard error of measurement range for this test. If an asterisk appears beside a scale score (e.g., 321*), this indicates that the student received a conditional accommodation during testing, and the score should be interpreted in light of that conditional accommodation.

On the right side of the page, the student's performance in specific content area domains is displayed, showing the number of items the student answered correctly ("Number Correct") and the number of items in each domain ("Number Possible"). This is accompanied by a parent-friendly description of the performance level achieved by the student in this content area.

In the Reading section of the Individual Student Report, the student's Lexile measure is reported at the bottom of the page, along with a suggested reading list of titles appropriate to the student's Lexile range. Remember, a student receives a Lexile measure only if he or she has taken the Reading CRCT-M and receives a valid CRCT-M scale score.

BUILDING ROSTER (LIST OF INDIVIDUAL STUDENTS)



Georgia
CRCT-M

GRADE: **3**
SCHOOL: **Central Elementary**
SYSTEM: **Friendly County**

4444
333

Building Roster
Spring 2013

Simulated Data

STUDENT NAME GTID Number Date of Birth	READING						ENGLISH / LANGUAGE ARTS				MATHEMATICS					
	Scale Score	Performance Level	Lexile Score	DOMAINS			Scale Score	Performance Level	DOMAINS		Scale Score	Performance Level	DOMAINS			
				Literacy Comprehension	Reading for Information	Reading Skills & Study Acquisition			Grammar and Sentence Construction	Research & Writing Process			Number Operations	Algebra	Geometry	Measurement and Data Analysis
				# Possible	# Correct	# Possible			# Possible	# Possible			# Possible	# Possible	# Possible	
STUDENT, AMANDA B 1234567890 01/2002	277	Below	230L	5	3	2	--	DNA	--	--	289	Below	8	3	2	3
STUDENT, ANDREW R 8901234567 08/2001	335	Basic	605L	11	5	5	308	Emerg	16	10	322	Emerging	20	5	3	4
STUDENT, ASHLEY M 8765432109 11/2001	296	Below	355L	6	3	3	269	Below	6	5	265	Below	4	1	4	1
STUDENT, ELIZA M 6789012345 06/2001	330	Basic	575L	10	4	6	316	Emerg	17	12	300	Emerging	13	4	3	3
STUDENT, JEREMY R 7890123456 07/2002	291	Below	320L	5	3	3	272	Below	10	2	277	Below	9	2	2	1
STUDENT, LINDA C 4567890123 04/2002	296	Below	355L	5	4	3	303	Emerg	13	11	--	DNA	--	--	--	--
STUDENT, MICHAEL G 2345678901 02/2002	258	Below	105L	3	0	2	298	Below	15	7	294	Below	9	4	3	3
STUDENT, PENNY R 5678901234 05/2002	277	Below	230L	7	0	1	259	Below	6	2	277	Below	7	3	3	1
STUDENT, SARA W 9876543210 10/2001	271	Below	190L	4	1	2	285	Below	10	7	304	Emerging	16	4	1	5
STUDENT, STEPHANIE L 3456789012 03/2002	300	Emerging	380L	7	2	4	288	Below	9	9	277	Below	4	2	3	4

Performance Levels & Scale Scores: Level 1/Below Proficiency = below 300; Level 2/Emerging Proficiency = at 300 to 329; Level 3/Basic Proficiency = at 330 and above

DNA: Did Not Attempt

IV: Score Invalidated by Irregular Test Administration

PTNA: Present Test Not Attempted

PIV: Score Invalidated by Irregular Test Administration, student is not considered a participant for accountability purposes.

* Conditional Administration

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Print Date: 12/3/2012

The Building Roster report is produced for the school indicating all students who took the CRCT-M. It alphabetically lists all students by grade level. The report shows the performance results for Reading, English/Language Arts, and Mathematics on one page. Results are shown for all content areas in which the student participated on the CRCT-M.

To the right of each student's name, GTID number, and date of birth are the scale scores he or she received in each content area. An asterisk after a scale score indicates a conditional administration.

The student's Lexile Score is shown next to the Reading Performance Level, and the number of items the student answered correctly for each content area domain is also reported (see "# Correct" for each domain). The number of possible correct answers for each domain is seen at the top of these columns (see "# Possible").

CONTENT AREA SUMMARY (PROVIDED FOR SCHOOL [BUILDING], SYSTEM, AND STATE)



Georgia
CRCT-M

Simulated Data

System Content Area Summary
Spring 2013

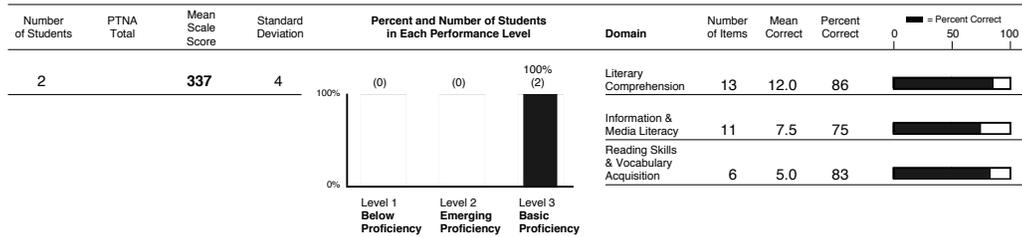
GRADE: **5**
SYSTEM: **Friendly County**

333

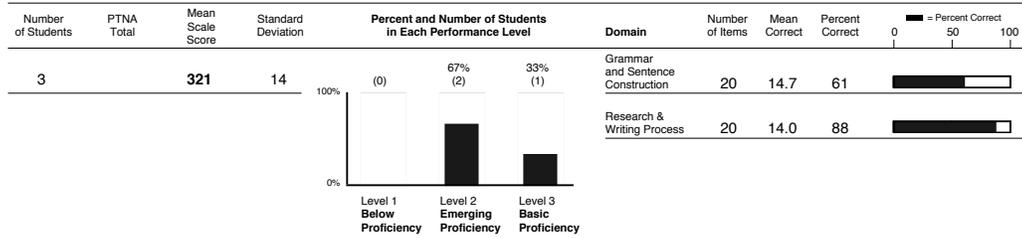
SECURE REPORT

Not for public distribution due to limited number of students; caution should be used when interpreting summary data.

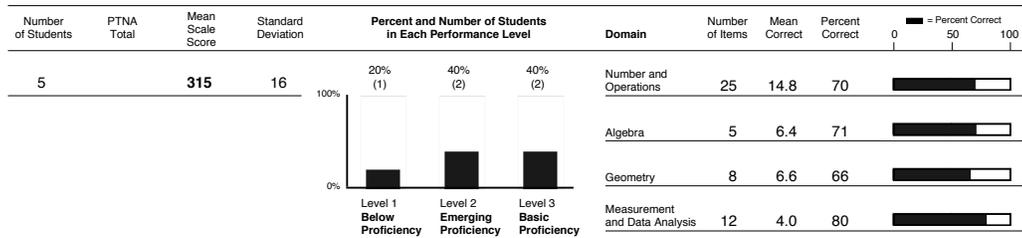
Reading



English/Language Arts



Mathematics



COGPS Scale Scores: Level 1 = Below 300; Level 2 = 300-329; Level 3 = 330 or above.
N/A: the standard deviation is undefined when there is only one student.

- Summary Reports were generated from data supplied by systems.
- Summary information does not include students who are PTNA (Present, Test Not Attempted), Did Not Attempt (DNA), or who had an IV (Invalidation) or a PIV (Participation Invalidation).
- The number of items on Braille forms may differ slightly. Please consult the Interpretation Guide (posted to www.gadoe.org) for further clarification.

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Print Date: 11/29/201

A Content Area Summary is created by grade at the school (“building”), system and state levels. This summary shows the number of students who took each content area test, as well as the number of students who were present but did not attempt the respective tests (“PTNA Total”). The summary provides the mean scale score and its corresponding standard deviation. This report also summarizes the performance level achievement, indicating the percentage and number of students who performed at Performance Level 1, Level 2, and Level 3. Note that, due to rounding, the percentages may not always add up to 100. The report also notes the number of items, mean correct and percent correct in each content domain. Domain-level information is provided regardless of group size. Therefore, caution should be used when using this information for evaluating curricular strengths and weaknesses.

SUMMARY REPORTS OF ALL STUDENT POPULATIONS (PROVIDED FOR SCHOOL [BUILDING], SYSTEM, AND STATE)



Georgia
CRCT-M

GRADE: **5**
SYSTEM: **Friendly County**

333

Simulated Data

System Population Summary Reading, Spring 2013

SECURE REPORT

Not for public distribution due to limited number of students; caution should be used when interpreting summary data.

GROUPS	Number of Students				Percent in Performance Level		
	ALL Administrations	Standard Administration	Conditional Administration	Mean Scale Score	Below Proficiency	Emerging Proficiency	Basic Proficiency
All Students	2	0	2	305	50	50	0
All Special Education Students	2	0	2	305	50	50	0
Visual Impairments	0	0	0	0	0	0	0
Deaf/Hard of Hearing	0	0	0	0	0	0	0
Deaf and Blind	0	0	0	0	0	0	0
Specific Learning Disabilities	1	0	1	288	100	0	0
Mild Intellectual Disabilities	1	0	1	322	0	100	0
Traumatic Brain Injury	0	0	0	0	0	0	0
M/S/P/ Intellectual Disabilities	0	0	0	0	0	0	0
Autism	0	0	0	0	0	0	0
Orthopedic Impairments	0	0	0	0	0	0	0
Speech/Language Impairments	0	0	0	0	0	0	0
Emotional and Behavioral Disabilities	0	0	0	0	0	0	0
Other Health Impairments	0	0	0	0	0	0	0
Significant Developmental Delay	0	0	0	0	0	0	0
Other Groups							
English Learners	0	0	0	0	0	0	0
English Learners - Monitored	0	0	0	0	0	0	0
Section 504	0	0	0	0	0	0	0
Migrant Certified	0	0	0	0	0	0	0
Gender							
Female	1	0	1	322	0	100	0
Male	1	0	1	288	100	0	0
Ethnic Group							
Asian/Pacific Islander	0	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Native American/Alaskan Native	0	0	0	0	0	0	0
White/Non-Hispanic	2	0	2	305	50	50	0
Multiracial	0	0	0	0	0	0	0
All Students with Accommodations	2	0	2	305	50	50	0
English Learners	0	0	0	0	0	0	0
English Learners - Monitored	0	0	0	0	0	0	0
Section 504	0	0	0	0	0	0	0
Special Education	2	0	2	305	50	50	0
PTNA	0						
Invalidations, inc PIV	0						
EL Deferred	0						

- Summary information does not include students who are PTNA (Present, Test Not Attempted), Did Not Attempt (DNA), or who had an IV (Invalidation) or a PIV (Participation Invalidation).
- Summary scores are based on Standard and Conditional Administrations.
- Student classifications are based on demographic information provided by districts.
- Because of rounding, percents in performance levels may not total to 100%.

A Summary Report of All Student Populations is produced by grade for each content area for each school, system and the state. These reports provide disaggregated performance information for all students who took the CRCT-Ms (including those who took the Braille and makeup versions).

For each student group listed in the left column, the following information is provided: total number of students tested (all administrations), number of students tested in standard administrations, number of students tested in conditional administrations, the mean scale score, and the percentage of students at each performance level. The mean scale score and the percentage of students in each performance level reflect the results of all students tested, regardless of administration type. Mean score or percentages are reported if the number of students in a particular group is less than ten; therefore, **this report is considered confidential**.

The number of students who were present but did not take the test (PTNA), were invalidated (IV), or were EL-Deferred (in Reading and English/Language Arts only) is shown at the bottom of the report.

CRITERION-REFERENCED COMPETENCY TESTS - MODIFIED PERFORMANCE LEVEL DESCRIPTORS FOR READING

Grade 3 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the third grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level have difficulty demonstrating understanding of grade-level texts or making logical inferences from text. Students have difficulty determining central ideas or themes of a text, analyzing their development, and summarizing the key supporting details and ideas. They may not be able to understand grade-level vocabulary, or isolate root words from affixes and then define them. At this performance level, students may be able to make obvious connections between two texts on the same topic. They have difficulty inferring, drawing conclusions, and making judgments about grade-appropriate literary and informational texts, or demonstrating understanding of a narrator's perspective. Their interpretation of text-related illustrations and graphics is limited.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the third grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level are beginning to understand grade-level text and make some logical inferences from text. Students are beginning to determine central ideas or themes of a text, but may have difficulty analyzing their development and summarizing the key supporting details and ideas. They are beginning to understand new vocabulary and determine grade-appropriate affixes and their meanings. They gain some meaning from the text elements, distinguishing between literal and non-literal language. They have difficulty linking main idea and supporting details in a grade-level text. Their facility with literary texts may exceed their competence with informational text at this performance level. They are beginning to use text-related illustrations and graphics in order to enhance their understanding. In grade-level appropriate text, they make obvious connections between two simple texts. They are beginning to draw conclusions and make connections within and across grade-appropriate literary and informational texts.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in reading surpasses the modified expectation set for students in the third grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate adequate comprehension of grade-level texts and make logical inferences from text. Students are generally able to determine central ideas or themes of a text and are beginning to analyze their development and summarize the key supporting details and ideas. They understand basic suffixes and are beginning to acquire some new vocabulary in reading. They are beginning to make inferences, draw obvious conclusions, and make simple judgments about grade-level literary and informational texts. They can generally make obvious connections among ideas within a text and between two texts. They generally recognize the author's purpose and are beginning to delineate the various elements of literary and informational texts. They may use text-related illustrations and graphics to enhance their understanding. They demonstrate a basic understanding of grade-appropriate reading concepts and skills.

Grade 4 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the fourth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level may have difficulty demonstrating comprehension and making logical inferences from text. They have limited ability to show evidence of a warranted and responsible explanation of literary and informational texts. Students have difficulty determining central ideas or themes of a text, analyzing their development, and summarizing the key supporting details and ideas. They typically isolate and analyze literary elements with limited success. Students performing at this level generally lack the skills to use structure and make connections that increase their understanding of informational texts. At this performance level, students may be able to make obvious connections between two texts on the same topic. Their understanding and acquisition of new vocabulary using context, structure, and dictionary skills is minimal. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Their interpretation of text-related illustrations and graphics is limited.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the fourth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level are beginning to understand what they read and show evidence of a warranted and responsible explanation of literary and informational texts. Students are beginning to determine central ideas or themes of a text, but may have difficulty analyzing their development and summarizing the key supporting details and ideas. They are beginning to understand how to determine both explicit and inferred literary elements and techniques. They are developing the ability to use organizational structures, text features, and common text-related

illustrations and graphics to make obvious connections to understand informational and functional texts. Students at this level should be able to distinguish fact from opinion. Students performing at this level are starting to determine the meaning of new vocabulary through the use of context, structure, and dictionary skills. They demonstrate understanding of words and phrases as they are used in a text, but may have difficulty determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. In grade-appropriate text, they make obvious connections between two texts.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in reading surpasses the modified expectation set for students in the fourth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students are generally able to determine central ideas or themes of a text, and are beginning to analyze their development and summarize the key supporting details and ideas. They show evidence of a warranted and responsible explanation of literary and informational text, but may have difficulty with functional texts. They have an adequate understanding of how to infer and analyze literary elements and techniques. They use basic organizational structures, text features, and text-related illustrations and graphics to make connections to understand informational and functional texts. They are able to make general connections between two texts. Students performing at this level generally apply word skills to read new vocabulary using various context, structure, and reference skills. Students demonstrate an ability to understand words and phrases as they are used in a text, and can generally determine technical, connotative, and figurative meanings, or analyze how specific word choices shape meaning or tone. They show evidence of a basic understanding of grade-appropriate reading concepts and skills.

Grade 5 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the fifth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level have difficulty demonstrating comprehension and making logical inferences from text. They have limited ability to show evidence of a warranted and responsible explanation of literary and informational texts. Students have difficulty determining central ideas or themes of a text, analyzing their development, and summarizing the key supporting details and ideas. Their identification and analysis of literary elements is minimal. Their skill in making judgments and inferences and supporting them with evidence from the text is limited. Students performing at this level may be able to cite details in informational texts but may have difficulty synthesizing the main idea that those details support. At this performance level, students may be able to make obvious connections between two texts on the same topic. They may have difficulty using context, word structure, and reference materials to determine the meaning of

new words. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They may not be able to use common text-related illustrations and graphics to evaluate text and media.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate some comprehension and are beginning to determine central ideas or themes of a text, but may have difficulty analyzing their development and summarizing the key supporting details and ideas. They may still have difficulty recognizing and inferring various literary elements and techniques. They may make some judgments and inferences, but have difficulty supporting them with evidence from the text. Students performing at this level are beginning to determine the main idea and supporting details in informational text. They use some common organizational and textual features in understanding text. They are beginning to recognize stated themes and make connections in literature. Students performing at this level are beginning to use context, word structure, and reference materials to determine the meaning of new words. They are beginning to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They are beginning to use text-related illustrations and graphics to gain understanding of text. In grade-appropriate text, they make some connections between two texts.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in reading surpasses the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students are generally able to determine central ideas or themes of a text, and are beginning to analyze their development and summarize the key supporting details and ideas. They exhibit a basic understanding of how to infer and analyze various literary elements and techniques. They are generally able to make judgments and inferences and substantiate them with evidence from the text. Students performing at this level can adequately determine and analyze the main idea and supporting details in informational texts. They are developing skills to analyze organizational and textual features as an aid to understanding text. They recognize stated and some implied themes in literature. Students are generally able to make connections and integrate information across two texts to support their understanding of both texts. Students performing at this level use various strategies to acquire new vocabulary. They can generally interpret words and phrases as they are used in a text, including determining simple technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They can show basic understanding of common text-related illustrations and graphics. They show evidence of understanding grade-appropriate reading concepts and skills.

Grade 6 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the sixth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level have difficulty demonstrating comprehension and making logical inferences from text. They have difficulty showing evidence of a warranted and responsible explanation of literary and informational texts. Students have difficulty determining central ideas or themes of a text, analyzing their development, and summarizing the key supporting details and ideas. They may be able to identify the features of literary and informational text but have difficulty moving beyond identification of those features. They do not adequately understand the author's use of dialogue or description. Students performing at this level are typically inconsistent in determining both the main idea and supporting details in informational texts. At this performance level, students may be able to make obvious connections between two texts on the same topic. They may have difficulty using context and word structure to determine the meanings of new words. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Their use of text-related illustrations and graphics and understanding of argumentative claims and techniques is limited.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the sixth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate some comprehension and are beginning to determine central ideas or themes of a text, but may have difficulty analyzing their development and summarizing the key supporting details and ideas. They are starting to describe the elements and features of text. They are beginning to identify the author's use of dialogue and description, including the use of literary devices in literary texts. Students performing at this level may recognize the organizational structure of informational texts. When reading functional and media materials, they use text-related illustrations and graphics, but have difficulty recognizing argumentative claims and techniques. They may use context clues, word structure, and reference skills to determine the meanings of words. They demonstrate some ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. In grade-appropriate text, they make some connections between two texts but may have difficulty integrating information from multiple texts.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in reading surpasses the modified expectation set for students in the sixth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students are generally able to determine central ideas or themes of a text, and are beginning to analyze their development and summarize the key supporting details and ideas. They have an adequate understanding of the author's use of dialogue and description in literary texts. They are beginning to analyze the use of literary devices in literary texts. They continue to develop the ability to make use of the organizational structure of informational texts in analyzing the text. Students performing at this level may be able to determine both implicit and explicit main ideas and themes. Students may be able to make connections and integrate information across two texts to support their understanding of both texts. They can generally use a variety of strategies to understand and acquire new vocabulary. They demonstrate a general ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They use text-related illustrations and graphics and are still developing the ability to interpret argumentative claims and techniques. They demonstrate a basic understanding of grade-appropriate reading concepts and skills.

Grade 7 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the seventh grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level have difficulty demonstrating comprehension and making logical inferences from text. They have difficulty showing evidence of a warranted and responsible explanation of literary and informational texts. Students have difficulty determining central ideas or themes of a text, analyzing their development, and summarizing the key supporting details and ideas. Typically, they can identify, but usually have difficulty explaining, the important elements of literature such as theme, characterization, literary devices, and plot. They may not demonstrate complete knowledge of organizational structures and text features. Students performing at this level typically have difficulty determining word meanings through context. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. At this performance level, students may be able to make obvious comparisons between two texts.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the seventh grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate some comprehension and are beginning to determine central ideas or themes of a text, but may have difficulty analyzing their development and summarizing the key supporting details and ideas. They may be able to recognize and explain literary techniques and elements such as theme, characterization, and plot. They have difficulty using the parts of nonfiction texts, such as organizational structures and text features, to obtain information and determine author's purpose. Students performing at this level are starting to understand and acquire new vocabulary by using context and word structure. They demonstrate some ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They are beginning to understand text-related illustrations and graphics. In grade-appropriate text, they make comparisons between two texts.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in reading surpasses the modified expectation set for students in the seventh grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students are generally able to determine central ideas or themes of a text, and are beginning to analyze their development and summarize the key supporting details and ideas. They can explain, but may have difficulty analyzing literary techniques and elements of literature such as theme, characterization, and plot. They generally apply knowledge of organizational structures and text features in nonfiction texts to enhance understanding. Students performing at this level acquire new vocabulary using various strategies, but may have difficulty using that new vocabulary in different texts. They continue to develop a variety of strategies for finding the meaning of new words and concepts. They demonstrate a basic ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Students are able to use text-related illustrations and graphics to make connections and gain understanding of a text. They demonstrate a general understanding of grade-appropriate reading concepts and skills. They may be able to compare two texts, and are beginning to make distinctions between styles of writing and viewpoints.

Grade 8 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the eighth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level may have difficulty demonstrating comprehension and making logical inferences from text. They have difficulty showing evidence of a warranted and responsible explanation of literary and informational texts. Students have difficulty determining central ideas or themes of a text, analyzing their development, and summarizing the key supporting details and ideas. Students are unable to use higher order thinking skills in reading and comprehending most texts and genres. They typically exhibit limited competence when recognizing the characteristics of genres in literary texts. Students at this level have limited ability when determining and tracing an author's argument, point of view, or perspective in text. Students performing at this level may have difficulty understanding and acquiring new vocabulary and using it correctly in reading. They show minimal skill in establishing a context for information acquired by reading across subject areas. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Students have a limited ability to make comparisons between two texts.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the eighth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate some comprehension and are beginning to determine central ideas or themes of a text, but may still have difficulty analyzing their development and summarizing the key supporting details and ideas. Students may be able to determine the characteristics of various genres, but may have difficulty analyzing elements and techniques of literary text. They are beginning to analyze the use of organizational features and structures to enhance their understanding of informational text. Students at this level are beginning to recognize an author's argument, point of view, or perspective when stated in the text. Students performing at this level may employ strategies using context, structure, and syntax to understand and acquire new vocabulary, but may have difficulty using that new vocabulary in different texts.

Students at this level are developing the ability to select and analyze messages as they respond to various texts and media across subject areas. They demonstrate some ability to interpret words and phrases as they are used in a text, including determining academic, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They are able to draw obvious conclusions, infer cause and effect, author's purpose, and point of view, but may have difficulty making connections within and across grade-appropriate literary and informational texts. They gain meaning from the text elements, including character development.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in reading surpasses the modified expectation set for students in the eighth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students are generally able to determine central ideas or themes of a text, and are beginning to analyze their development and summarize the key supporting details and ideas. Students at this level may use some higher order thinking skills in order to read and comprehend texts and genres. They may have difficulty differentiating various genres by determining their specific characteristics. Students at this level may recognize and trace the development of an author's argument, point of view, or perspective when explicitly found in the text. Students performing at this level generally employ strategies to understand new vocabulary, but may have difficulty using that new vocabulary in different texts. Students at this level are beginning to interpret and evaluate various types of texts. They demonstrate a general understanding of grade-appropriate reading concepts and skills. They demonstrate a basic ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They are beginning to develop the ability to evaluate the validity of each argument presented in two texts with opposing points of view. They are able to draw some conclusions, infer cause and effect, author's purpose, and point of view, and make general connections within and across grade-level literary and informational texts to help increase their understanding of a topic or idea.

CRITERION-REFERENCED COMPETENCY TESTS - MODIFIED PERFORMANCE LEVEL DESCRIPTORS FOR ENGLISH/ LANGUAGE ARTS

Grade 3 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the third grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the writing and research process. They have a limited understanding of how to use simple and compound sentences and need additional practice to better understand more complex sentence structures. They are unable to use basic linking words and phrases and need extra support using organizational patterns to develop their ideas. They show an incomplete understanding of how to consult resources such as dictionaries. They have limited ability to recognize grade-appropriate spelling patterns and spell few grade-appropriate words correctly. Students are unable to determine basic parts of speech and need additional practice with plural and possessive forms of nouns, as well as comparative/superlative adjectives. They have limited ability understanding and applying capitalization rules to titles. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the third grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an emerging understanding of the conventions of standard English grammar and usage, plus the writing and research process. They are developing an understanding of how to use simple, compound, and some complex sentences. They recognize correct subject-verb agreement in simple sentences. They use some linking words and phrases to connect and order ideas but may have difficulty creating and using basic organizational structures to develop and support their writing. They are beginning to understand basic resources such as dictionaries. They recognize some grade-appropriate spelling patterns and spell some grade-appropriate words correctly. They may be able to identify and understand the function of some parts of speech such as nouns and verbs, but may have difficulty identifying and explaining the function of adjectives and pronouns. They are beginning to use commas to punctuate dialogue and addresses correctly. They understand and apply some capitalization rules to titles. Students at this level are beginning to develop an understanding of how language functions in different contexts. They show an emerging understanding of developing topics and sequence and identifying concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the third grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an adequate understanding of the conventions of standard English grammar and usage, plus the writing and research process. They generally understand and are continuing to develop the ability to use simple, compound, and complex sentences, recognizing and maintaining correct subject-verb agreement. They use basic transition words and phrases and simple organizational patterns to develop topics and support ideas. They demonstrate an adequate understanding of basic resources such as dictionaries. Students performing at this level generally recognize most grade-appropriate spelling patterns and spell most grade-appropriate words correctly. They understand the correct usage of basic parts of speech such as nouns, verbs, adjectives, and pronouns. They may be able to apply comma rules to punctuate dialogue and addresses correctly. They generally apply capitalization rules in titles. Students at this level demonstrate a basic understanding of how language functions in different contexts. They show an adequate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

Grade 4 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the fourth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate minimal understanding of the conventions of standard English grammar and usage, plus the writing and research process. Students are developing an understanding of how to revise drafts to improve coherence but need extra practice identifying information that should be excluded from writing because it is irrelevant. They need extra practice in determining an effective closing for a piece of writing. They have minimal understanding of structures used to convey information and transitional elements. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. They demonstrate minimal understanding of how to use organizational features to locate information in reference texts. Students performing at this level have difficulty recognizing basic parts of speech (adjectives, nouns, verbs and adverbs). They are beginning to apply punctuation rules but need practice using commas for clarity. They can use simple sentence structures but need additional support in identifying subject-verb agreement and eliminating sentence fragments. They have limited ability to recognize grade-appropriate spelling patterns and spell few grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the fourth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an emerging understanding of the conventions of standard English grammar and usage, plus the writing and research process. They have difficulty identifying revisions that improve coherence by including supporting details, excluding extraneous information, and providing an appropriate closing. They show some understanding of how authors use dialogue to develop characters in narrative writing. They show an incomplete understanding of structures used to organize information and transitional elements to link and sequence ideas. They are beginning to understand the use of organizational features to locate information in reference texts. These students may employ some variety of sentence structures and have difficulty recognizing/correcting errors in subject-verb agreement and in sentence fragments. Students performing at this level have some understanding of the basic parts of speech (adjectives, nouns, verbs and adverbs). They are beginning to recognize correct mechanics, including implementing commas for clarity. They recognize some grade-appropriate spelling patterns and spell some grade-appropriate words correctly, but may have trouble with commonly used homophones. Students at this level are developing an understanding of how language functions in different contexts. They show an emerging understanding of developing topics and sequence and identifying concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the fourth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an adequate understanding of the conventions of standard English grammar and usage, plus the writing and research process. They generally identify revisions that improve coherence by including supporting details, excluding extraneous information, and providing an appropriate closing. They generally understand how authors use dialogue to develop characters in narrative writing. They show a basic understanding of structures used to organize information and transitional elements to link and sequence ideas. They generally understand the use of organizational features to locate information in reference texts. These students employ basic sentence structures, maintaining correct subject-verb agreement and eliminating sentence fragments. Students performing at this level understand the basic parts of speech (adjectives, nouns, verbs and adverbs). They recognize basic correct mechanics, including implementing commas for clarity. Students performing at this level generally recognize most grade-appropriate spelling patterns and spell most grade-appropriate words correctly, including some commonly used homophones. Students at this level have a basic understanding of how language functions in different contexts. They show an adequate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

Grade 5 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the fifth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the writing and research process. They are developing an understanding of how to use organizational structures and transitional elements effectively. They are beginning to understand how to improve the clarity and focus of writing but need additional practice with identifying relevant information to support ideas and understanding appropriate closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. They are developing simple research skills but need additional support to better understand the use of various reference resources, including dictionaries, thesauruses, encyclopedias, and digital sources. They need additional support in using citations, endnotes, and bibliographic information. They are beginning to understand the basic parts of speech and are able to use basic sentence patterns but need more practice with combining and revising sentences to clarify ideas and correcting fragments and run-ons. They have limited ability to recognize grade-appropriate spelling patterns and spell few grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an emerging understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students are beginning to show some understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level may have difficulty identifying relevant supporting information and details and appropriate and effective closure. They can use some reference resources, including dictionaries, thesauruses, and encyclopedias, and are beginning to use digital sources to gather information to support their writing. They have minimal knowledge of utilizing citations, endnotes, and bibliographic information. They can identify some parts of speech and understand a few sentence structures. They have difficulty combining and revising sentences to clarify ideas and identifying and correcting misplaced modifiers, fragments, and run-ons. They recognize some grade-appropriate spelling patterns and spell some grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts, including how word placement in sentences affects meaning. They show an emerging understanding of developing topics and sequence and identifying concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an adequate understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students show a basic understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They generally understand how authors use dialogue to develop characters in narrative writing. Students at this level are able to identify simple relevant supporting information and details and appropriate and effective closure. They generally use reference resources, including dictionaries, thesauruses, and encyclopedias, as well as digital sources, to gather information to support their writing. They have a general knowledge of utilizing citations, endnotes, and bibliographic information. They can identify the basic parts of speech and understand a variety of simple sentence structures. They can combine and revise sentences to clarify ideas but may have difficulty identifying and correcting misplaced modifiers, fragments, and run-ons. Students performing at this level generally recognize most grade-appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level have a basic understanding of how language functions in different contexts, including how word placement in sentences affects meaning. They show an adequate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

Grade 6 English/Language Arts**PERFORMANCE LEVEL 1: Below Proficiency**

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the sixth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the writing and research process. They are developing an understanding of organizational structures and transitional elements to improve the clarity and focus of writing, but need additional practice identifying relevant supporting information and understanding effective closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. These students are beginning to use simple reference resources for research, but need additional support to better understand how to use organizational features of texts and to gather information from digital sources. They understand basic parts of speech but need additional support to better understand more advanced forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They understand simple sentence structures but are still developing an understanding of more complex sentences, and need additional support to better apply correct mechanics of writing, including how to recognize/correct fragments and run-ons. They have limited ability to recognize grade-appropriate spelling patterns and spell

few grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the sixth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an emerging understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students are beginning to show some understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level are beginning to identify relevant supporting information and details and appropriate and effective closure. They have an emerging understanding of how to use the organizational features of simple research resources, including digital sources, to gather information to support writing. They may be able to determine various parts of speech, including simple forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They are developing an understanding of using compound and complex sentences. They are beginning to apply correct mechanics, including recognizing/correcting fragments and run-ons and using commas and semicolons correctly. They recognize some grade-appropriate spelling patterns and spell some grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts. They show an emerging understanding of developing topics and sequence and identifying concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the sixth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an adequate understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students show basic understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They generally understand how authors use dialogue to develop characters in narrative writing. Students at this level may identify general supporting information and details and appropriate, effective closure. They continue to develop an understanding of how to use the organizational features of research resources, including digital sources, to gather information to support writing. They recognize basic parts of speech, but may have difficulty with identifying irregular and complex forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They may understand how to use compound and complex sentence structures. They generally apply correct mechanics in writing, including recognizing/correcting fragments and run-ons and using commas correctly. Students performing at this level generally recognize most grade-

appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level have a general understanding of how language functions in different contexts. They show an adequate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

Grade 7 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the seventh grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the research and writing process. They are developing an understanding of organizational structures and transitional elements to improve the clarity and focus of writing but need additional practice distinguishing between relevant/irrelevant supporting information and understanding effective closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. These students can use simple reference resources for research but need additional support to improve their understanding of how to use organizational features of texts and how to gather information from digital sources. They are still developing an understanding of compound and complex sentence structures and need additional support to better apply strategies for improving clarity and coherence of ideas, including combining sentences and revising them for clear and precise word choice. These students have an understanding of mechanics but need additional practice punctuating coordinate adjectives. They have limited ability to recognize grade-appropriate spelling patterns and spell few grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the seventh grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an emerging understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students are beginning to show some understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level have difficulty understanding the importance of a focused topic and may have difficulty identifying relevant supporting information and details as well as appropriate and effective closure. They are beginning to understand how to use simple organizational features of research resources, including digital

sources, to gather information to support writing. They are starting to use compound/complex sentence structures and may have difficulty applying strategies for improving clarity and coherence of ideas, including combining sentences and revising them for clear and precise word choice. These students have an understanding of simple mechanics, but have difficulty with punctuation of complex sentence structures and coordinate adjectives. They recognize some grade-appropriate spelling patterns and spell some grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts. They show an emerging understanding of developing topics and sequence and identifying concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the seventh grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an adequate understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students show a basic understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They generally understand how authors use dialogue to develop characters in narrative writing. Students at this level have a general understanding of the importance of a focused topic and identify some relevant supporting information and details as well as appropriate and effective closure. They continue to develop an understanding of organizational features of research resources, including digital sources, to gather information to support writing. They have some understanding and use some compound/complex sentence structures but have difficulty applying strategies for improving clarity and coherence of ideas, including combining sentences, revising them for clear and precise word choice, and eliminating wordiness and redundancy. These students have a basic understanding of mechanics, including the punctuation of complex sentence structures and coordinate adjectives. Students performing at this level generally recognize most grade-appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level have a general understanding of how language functions in different contexts. They show an adequate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

Grade 8 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the eighth grade even when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the research and writing process. They are developing an understanding of organizational structures and transitional elements to improve the clarity and

focus of writing but need additional practice distinguishing between relevant/irrelevant supporting information and understanding effective closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. These students can use simple reference resources for research but need additional support to improve their understanding of the research process, including identifying appropriate resources and research questions. They are still developing an understanding of compound and complex sentence structures and need additional practice to identify/correct misplaced modifiers and to better understand how phrases and clauses function in sentences. They are beginning to understand how verb tenses are used to clarify sequences of events but need additional practice with the conditional and subjunctive moods. These students have a basic understanding of mechanics but need additional practice punctuating complex sentence structures. They have limited ability to recognize grade-appropriate spelling patterns and spell few grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the eighth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an emerging understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students are beginning to show some understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level may understand the importance of a focused topic and can identify some relevant supporting information and details as well as appropriate and effective closure. They understand the research process but are continuing to develop the ability to identify appropriate resources, focus research questions, and relate information without plagiarizing. They may have difficulty using compound/complex sentence structures and applying strategies for improving clarity and coherence of ideas, including appropriate use of the active and passive voices and the conditional and subjunctive moods. They are beginning to recognize and correct misplaced modifiers. These students have an understanding of simple mechanics, including the punctuation of complex sentence structures. They recognize some grade-appropriate spelling patterns and spell some grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts. They show an emerging understanding of developing topics and sequence and identifying concluding sentences in informative and narrative text.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the eighth grade when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines).

Students performing at this level demonstrate an adequate understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students show a general understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They generally understand how authors use dialogue to develop characters in narrative writing. Students at this level generally understand the importance of a focused topic and identify some relevant supporting information and details as well as appropriate and effective closure. They understand the research process and identify appropriate resources, focus research questions, but may have difficulty relating information without plagiarizing. They use some compound/complex sentence structures and apply simple strategies for improving clarity and coherence of ideas, but have difficulty using the active and passive voices and the conditional and subjunctive moods. They recognize and correct some misplaced modifiers. These students have a basic understanding of mechanics, including the punctuation of complex sentence structures. Students performing at this level generally recognize most grade-appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level have a general understanding of how language functions in different contexts. They show an adequate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.

CRITERION-REFERENCED COMPETENCY TESTS - MODIFIED PERFORMANCE LEVEL DESCRIPTORS FOR MATHEMATICS

Grade 3 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not meet the modified expectation set for students in the third grade even when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show minimal evidence of being able to use place value understanding and properties of operations to perform multi-digit arithmetic. They show limited ability to represent and solve problems involving multiplication and division. They show minimal evidence of understanding properties of multiplication and the relationship between multiplication and division. They demonstrate difficulty multiplying and dividing within 100. They show limited ability to solve problems involving the four operations, and to identify and explain patterns in arithmetic. They have a limited understanding of fractions as numbers. They have difficulty solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They have limited ability representing and interpreting data. They show minimal evidence of understanding the concepts of area and relating area to multiplication and to addition. They have difficulty recognizing perimeter as an attribute of plane figures and distinguishing between linear and area measures. They show minimal evidence of being able to reason with shapes and their attributes.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectation set for students in the third grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate emerging evidence of conceptual knowledge of the four content domains. They show some evidence of being able to use place value understanding and are beginning to understand properties of operations to perform multi-digit arithmetic. They show some ability to represent and solve problems involving multiplication and division. They show some evidence of understanding properties of multiplication and are still developing an understanding of the relationship between multiplication and division. They are beginning to multiply and divide within 100. They are beginning to solve problems involving the four operations, and to identify and explain patterns in arithmetic. They are beginning to understand fractions as numbers. They can solve simple problems involving measurement and estimation of intervals of time, but may have difficulty solving problems with liquid volumes, and masses of objects. They are able to represent simple data. They show some understanding of the concepts of area but have difficulty relating area to multiplication and to addition. They recognize perimeter as an attribute

of basic plane figures but may have difficulty distinguishing between linear and area measures. They show some evidence of being able to reason with basic shapes by their attributes.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectation set for students in the third grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate basic evidence of conceptual knowledge of the four content domains. They show evidence of being able to use place value understanding and properties of operations to perform basic multi-digit arithmetic. They can generally represent and solve problems involving multiplication and division. They understand properties of multiplication but may have difficulty understanding the relationship between multiplication and division. They can multiply and divide within 100. They can generally solve problems involving the four operations and identify and explain patterns in arithmetic. They generally understand fractions as numbers. They are beginning to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They represent and interpret some data. They show an understanding of the concepts of area and are beginning to relate area to multiplication and to addition. They have a general understanding of recognizing perimeter as an attribute of plane figures and at distinguishing between linear and area measures. They show adequate evidence of being able to reason with shapes and their attributes.

Grade 4 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not meet the modified expectation set for students in the fourth grade even when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show limited evidence to generalize understanding of place value for multi-digit whole numbers. They show limited ability to use place value understanding and properties of operations to perform multi-digit arithmetic. They demonstrate limited ability to use the four operations with whole numbers to solve problems. They show limited ability to determine factors and multiples of numbers up to 100. They demonstrate minimal evidence generating and analyzing patterns. They show limited understanding of fraction equivalence and ordering. They have difficulty building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They demonstrate limited understanding of decimal notation for fractions, and have difficulty comparing decimal fractions. They show limited ability solving problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They have difficulty representing and interpreting data. They show minimal understanding of the concepts of angles, but may be able to measure angles. They demonstrate limited ability to draw and identify lines and angles, and to classify shapes by properties of their lines and angles.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectation set for students in the fourth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate emerging evidence of conceptual knowledge of the four content domains. They show some evidence of being able to generalize understanding of place value for multi-digit whole numbers. They are developing the ability to use place value understanding and properties of operations to perform multi-digit arithmetic. They use the four operations with whole numbers to solve problems. They determine some factors and multiples of numbers up to 100. They are beginning to generate and analyze patterns. They show some understanding of fraction equivalence and ordering. They are developing the ability to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They are still developing an understanding of decimal notation for fractions, and have limited ability to compare decimal fractions. They have some ability to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They can represent and interpret simple data. They are beginning to understand the concepts of angles and can measure angles. They are beginning to draw and identify lines and angles, and classify shapes by properties of their lines and angles.

PERFORMANCE LEVEL 1: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectation set for students in the fourth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate basic evidence of conceptual knowledge of the four content domains. They are able to generalize understanding of place value for multi-digit whole numbers. They generally use place value understanding and properties of operations to perform multi-digit arithmetic. They demonstrate a basic ability to use the four operations with whole numbers to solve problems. They can determine factors and multiples of numbers up to 100. They can generate and analyze basic patterns. They demonstrate basic understanding of fraction equivalence and ordering. They are generally able to build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They demonstrate basic understanding of decimal notation for fractions, and can generally compare decimal fractions. They can generally solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They demonstrate adequate evidence in representing and interpreting data. They show basic understanding of the concepts of angles and can measure angles. They demonstrate a basic ability to draw and identify lines and angles, and in classifying shapes by properties of their lines and angles.

Grade 5 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not meet the modified expectation set for students in the fifth grade even when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They have a limited understanding of the place value system. They show limited ability to perform operations with multi-digit whole numbers and with decimals to hundredths. They show limited ability to use equivalent fractions as a strategy to add and subtract fractions. They show minimal evidence applying and extending previous understandings of multiplication and division to multiply and divide fractions. They have difficulty writing and interpreting numerical expressions, and in analyzing patterns and relationships. They show limited ability to convert like measurement units within a given measurement system. They have difficulty representing and interpreting data. They show minimal evidence of understanding concepts of volume and relating volume to multiplication and to addition. They show limited ability to graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate limited understanding when classifying two-dimensional figures into categories based on their properties.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate emerging evidence of conceptual knowledge of the four content domains. They have some understanding of the place value system. They show some ability to perform operations with multi-digit whole numbers and with decimals to hundredths. They are beginning to use equivalent fractions as a strategy to add and subtract fractions. They are still developing the ability to apply and extend previous understandings of multiplication and division to multiply and divide fractions. They are beginning to write and interpret numerical expressions, but may have difficulty analyzing patterns and relationships. They have some ability to convert like measurement units within a given measurement system. They demonstrate some ability to represent and interpret simple data. They are beginning to understand the concepts of volume, but may have difficulty relating volume to multiplication and to addition. They are beginning to graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate emerging understanding when classifying two-dimensional figures into categories based on their properties.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectation set for students in the fifth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate basic evidence of conceptual and abstract knowledge of the four content domains. They have a basic understanding of the place value system. They can generally perform operations with multi-digit whole numbers and with decimals to thousandths. They can generally use equivalent fractions as a strategy to add and subtract fractions. They generally apply and extend previous understandings of multiplication and division to multiply and divide fractions. They can write and interpret numerical expressions, but may have difficulty analyzing patterns and relationships. They show general ability to convert like measurement units within a given measurement system. They can generally represent and interpret data. They show basic understanding of the concepts of volume and relate volume to multiplication and to addition. They show basic proficiency in graphing points on the coordinate plane. They can generally solve real-world and mathematical problems, but may have some difficulty interpreting coordinate values of points in the context of the situation. They demonstrate basic understanding when classifying two-dimensional figures into categories based on their properties.

Grade 6 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not meet the modified expectation set for students in the sixth grade even when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show minimal evidence applying and extending previous understandings of multiplication and division to divide fractions by fractions. They show limited ability to compute fluently with multi-digit numbers and to find common factors and multiples. They demonstrate little understanding of numbers to apply and extend them to the system of rational numbers. They have a limited understanding of ratio concepts and limited ability to use ratio reasoning to solve problems. They demonstrate difficulty applying and extending previous understandings of arithmetic to algebraic expressions. They show limited ability to reason about and solve one-variable equations and inequalities. They demonstrate difficulty representing and analyzing quantitative relationships between dependent and independent variables. They show limited ability to solve real-world and mathematical problems involving area, surface area, and volume. They demonstrate little understanding of statistical variability and exhibit difficulty in summarizing and describing distributions.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectation set for students in the sixth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate emerging evidence of conceptual knowledge emerging proficiency of the four content domains. They are beginning to apply and extend previous understandings of multiplication and division to divide fractions by fractions. They show some ability to compute multi-digit numbers and to find common factors and multiples.

They are still developing the understanding of numbers to apply and extend them to the system of rational numbers. They are beginning to understand ratio concepts, but may have difficulty using ratio reasoning to solve problems. They are still developing the ability to apply and extend previous understandings of arithmetic to algebraic expressions. They have limited ability to reason about and solve one-variable equations and inequalities. They have limited ability to represent and analyze quantitative relationships between dependent and independent variables. They are beginning to solve real-world and mathematical problems involving area, surface area, and volume. They demonstrate emerging understanding of statistical variability, but may have some difficulty summarizing and describing distributions.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectation set for students in the sixth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate basic evidence of conceptual and abstract knowledge of the four content domains. They generally apply and may extend previous understandings of multiplication and division to divide fractions by fractions. They compute multi-digit numbers and can find common factors and multiples. They demonstrate basic understanding of numbers to apply and extend them to the system of rational numbers. They show a basic understanding of ratio concepts and use ratio reasoning to solve problems. They generally apply and may extend previous understandings of arithmetic to algebraic expressions. They reason about and solve basic one-variable equations and inequalities. They demonstrate basic ability to represent and analyze quantitative relationships between dependent and independent variables. They can generally solve real-world and mathematical problems involving area, surface area, and volume. They demonstrate basic understanding of statistical variability and are able to summarize and describe distributions.

Grade 7 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not meet the modified expectation set for students in the seventh grade even when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They exhibit limited ability applying and extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. They demonstrate limited ability to use properties of operations to generate equivalent expressions. They show limited ability to solve real-life and mathematical problems using numerical and algebraic expressions and equations. They are unable to analyze proportional relationships and use them to solve real-world and mathematical problems. They show limited evidence that they can draw, construct and describe geometrical figures and describe the relationships between them. They

exhibit difficulty in solving real-life and mathematical problems involving angle measure, area, surface area, and volume. They demonstrate minimal understanding using random sampling to draw inferences about a population. They are unable to draw informal comparative inferences about two populations. They show minimal evidence that they can investigate chance processes and develop, use, and evaluate probability models.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectation set for students in the seventh grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate emerging evidence of conceptual knowledge of the four content domains. They have some ability to apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. They are still developing the ability to use properties of operations to generate equivalent expressions. They are beginning to solve real-life and mathematical problems using numerical and algebraic expressions and equations. They are still developing the ability to analyze proportional relationships and use them to solve real-world and mathematical problems. They are beginning to draw, construct and describe geometrical figures, but have difficulty describing the relationships between them. They are beginning to solve simple real-life and mathematical problems involving angle measure, area, surface area, and volume. They are beginning to use random sampling to draw inferences about a population. They are beginning to draw simple comparative inferences about two populations. They show some evidence that they can investigate chance processes and develop, use, and evaluate probability models.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectation set for students in the seventh grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate basic evidence of conceptual and abstract knowledge of the four content domains. They generally apply and may extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. They generally use properties of operations to generate equivalent expressions. They generally solve real-life and mathematical problems using numerical and algebraic expressions and equations. They analyze proportional relationships, but may have difficulty using them to solve real-world and mathematical problems. They draw, construct and describe geometrical figures, but may have difficulty describing the relationships between them. They can generally solve real-life and mathematical problems involving angle measure, area, surface area, and volume. They can generally use random sampling to draw simple inferences about a population. They demonstrate basic understanding to draw informal comparative inferences about two populations. They demonstrate basic evidence that they can investigate chance processes and develop, use, and evaluate probability models.

Grade 8 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not meet the modified expectation set for students in the eighth grade even when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show minimal understanding that there are numbers that are not rational, and are unable to approximate them by rational numbers. They demonstrate minimal understanding when working with radicals and integer exponents. They show limited evidence of understanding the connections between proportional relationships, lines, and linear equations. They have limited ability analyzing and solving linear equations and pairs of simultaneous linear equations. They have difficulty defining, evaluating, and comparing functions. They demonstrate limited ability using functions to model relationships between quantities. They have limited understanding of congruence and similarity using physical models, transparencies or geometry software. They show minimal evidence understanding and applying the Pythagorean Theorem. They have difficulty solving real-world and mathematical problems involving volume of cylinders, cones and spheres. They show limited ability to investigate patterns of association in bivariate data.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectation set for students in the eighth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate emerging evidence of conceptual knowledge of the four content domains. They show some understanding that there are numbers that are not rational, but may have difficulty approximating them by rational numbers. They demonstrate limited ability to work with radicals and integer exponents. They are beginning to understand the connections between proportional relationships, lines, and linear equations. They are developing the ability to analyze and solve linear equations and may have difficulty with pairs of simultaneous linear equations. They are beginning to define, evaluate, and compare functions. They have some ability to use functions to model relationships between quantities. They are beginning to understand congruence and similarity using physical models, transparencies or geometry software. They understand, but may have difficulty applying the Pythagorean Theorem. They are beginning to solve real-world and mathematical problems involving volume of cylinders, cones and spheres. They show some ability to investigate patterns of association in bivariate data.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectation set for students in the eighth grade when scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language).

Students performing at this level demonstrate basic evidence of conceptual and abstract knowledge of the four content domains. They generally understand that there are numbers that are not rational, and are still developing the ability to approximate them by rational numbers. They work with radicals and integer exponents. They generally understand the connections between proportional relationships, lines, and linear equations. They can generally analyze and solve simple linear equations and simple pairs of simultaneous linear equations. They show basic understanding in defining, evaluating, and comparing simple functions. They demonstrate basic ability to use simple functions to model relationships between quantities. They have basic understanding of congruence and similarity using physical models, transparencies or geometry software. They understand and apply the Pythagorean Theorem. They can generally solve real-world and mathematical problems involving volume of cylinders, cones and spheres. They show basic ability to investigate patterns of association in bivariate data.

