South Carolina
Alternate Assessment
(SC-Alt)

SC-Alt 2010
Score Report User's Guide

South Carolina Department of Education

A copy of this document and more information about the testing and assessment of students with the SC-Alt is available on the South Carolina Department of Education Web site at

http://www.ed.sc.gov/agency/Accountabilty/Assessment/SouthCarolinaAlternateAssessment.html.

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South Carolina Alternate Assessment (SC-Alt) 2010 Score Report User's Guide

Introduction to the SC-Alt

Purpose

SC-Alt is a task-based assessment system that was developed to meet the needs of students with significant cognitive disabilities who cannot participate in the Palmetto Achievement Challenge Tests (PACT) or the High School Assessment Program (HSAP) assessments even with accommodations and/or modifications.

The primary purpose of the SC-Alt is to ensure that these students have the opportunity to participate in a challenging standards-based curriculum that encourages high academic expectations. An assessment that provides a measure of student achievement and an opportunity to participate in the state's education accountability system facilitates this goal.

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA) created the mandate for states to develop alternate assessments for students who cannot participate in the state assessment, even with appropriate accommodations, and to develop guidelines for the participation of these students in the alternate assessment. The 2002 amendments to the Elementary and Secondary Education Act (ESEA), known as the No Child Left Behind Act (NCLB), require the participation of all students in the state academic assessment system. The 2003 NCLB regulations related to alternate assessment clarify that to serve the purposes of assessment under Title I, an alternate assessment must be aligned with the state's academic content standards, must yield results in language arts and mathematics, and must be designed and implemented in a manner that supports use of the results as an indicator of Adequate Yearly Progress (AYP).

The South Carolina academic standards provide the basis for alignment across the educational system for district and school curricula, classroom instruction, units of study, and learning experiences. The academic standards are the basis for the SC-Alt Assessment.

Student Participation

The decision about a student's participation in the SC-Alt is made by the student's Individualized Education Program (IEP) team and documented in the IEP. To document that the SC-Alt Assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills, which result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.
- The student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction.
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.
- The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

Students who demonstrate a significant cognitive disability and meet the participation guidelines for alternate assessment may be from any of the disability categories listed in the Individuals with Disabilities Education Act (IDEA).

Applicable Ages for Alternate Assessment

The SC-Alt should be administered to students who have been determined by the IEP team to meet all of the participation criteria for alternate assessment and who were ages 8–13 or 15 on September 1 of the assessment year.

SC-Alt Development

The SC-Alt is linked to the South Carolina grade-level academic standards through extensions to these standards. These extensions are provided in two documents, *English Language Arts (ELA) and Mathematics Extended Standards* and *Science and Social Studies Assessment Standards and Measurement Guidelines*. These extensions are the curricular basis for the SC-Alt and guide the development of the

assessment tasks. Special and general educators from around the state had a significant role in creation of these extensions to the state academic standards and in the development of assessment tasks.

The SC-Alt was field-tested in spring of 2006 for English/Language Arts and Math. Science was field-tested in fall 2006. The Social Studies assessment was field tested in spring 2007 and became operational for the spring 2008 administration.

The SC-Alt is constructed in three-grade bands: Elementary, Middle, and High School. Students are assigned to a grade-band form based on their age on September 1 of the assessment year. Students who are the age of typical elementary students, ages 8–10, are assigned the elementary school form. Students who are ages 11–13 are assigned the middle school form, and students who are age 15 are assigned the high school form.

Overview of the SC-Alt Format

Each SC-Alt content assessment grade-band form includes 12 assessment tasks. A task is a set of four to eight related activities, called items. The assessment tasks are designed to model instructional activities that take place within classrooms. The responses to the items provide evidence of what students know and can do.

Students begin the assessment at one of three starting points based on a teacher pre-assessment questionnaire (the Student Placement Questionnaire). The starting point may be adjusted based on student success on the initial task. Students are required to take a minimum number of tasks. Assessment is continued beyond the minimum number of tasks until the student is no longer responding successfully.

Key features of the tasks and their administration are as follows:

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity (item) to the next.
- The test administrator (usually the teacher) uses scripted directions to pose specifically worded questions and prompts to the student.
- The student responds by using the mode of communication that is used during instruction. These response modes include but are not limited to an oral response, pointing, eye gaze, sign language, or an augmentative communication device.
- The test administrator uses various materials and procedures to administer a task's items. These materials and approaches are designed to assist students with their responses. Some of the materials are provided with each task, and some materials that are readily available at the school are provided by the test administrator. The materials may include

    - posters, charts, tables, schedules, and signs that the test administrator displays and reads aloud; and
    - manipulatives such as checkers, balls, and geometric shapes.
- Unless the task is presented entirely through the use of concrete objects, resources will also include a set of response cards for each item to facilitate a student's response.
- Response cards use picture symbols or pictures as appropriate. The picture symbols are from the Mayer-Johnson Boardmaker Program, which are commonly used in instruction across the state.
- Each task addresses one or more of the assessment standards or measurement guidelines.
- The SC-Alt assesses selected standards or measurement guidelines. Individual students are assessed on a sample of standards and guidelines.

Scoring

The student's responses to each item are scored by the test administrator and recorded on a machine-scorable answer form. The scoring of most items of the SC-Alt is clearly defined for the test administrator. A few items of the SC-Alt are scored by the test administrator based on a scoring rubric. Since each student responds using communication modes specific to his or her individual disabilities and instruction, the SC-Alt is always administered by the student's teacher or another person who is thoroughly familiar with the student. All test administrators have received training in the administration and scoring procedures, and the entire administration of the SC-Alt is observed by an assessment monitor.

The task administration and scoring of most items are scaffolded. If a student is unable to respond correctly to the opening question or prompt of an item, the test administrator is directed by the instructions to remove a specific response option (usually a response card distracter) to reduce the complexity of the item in order to enable the student to respond to the item again for partial credit. This administration procedure is designed to maximize the opportunity for the student to demonstrate what he or she knows and can do.

SC-Alt Score Reporting

Overview

This guide describes the various types of score reports provided for the 2010 SC-Alt administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s) in South Carolina. Users of score report results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information on student performance.

Key features of the SC-Alt score reporting system include

- *reporting of achievement level scores*. Performance levels for the SC-Alt were established after the first administration of the new assessment in 2007. Broad-based committees of educators assembled in June 2007 to establish levels of performance on the SC-Alt defined as "achievement levels." The achievement-level score reporting system reflects the recommendations made by the standard-setting committees. Each student's performance is reported by achievement-level scores.
- *use of a vertical score scale*. In addition to achievement-level scores, each student's performance is reported using a scale score. The score scale has a mean of 500 and a standard deviation of 80. The use of the scale scores allows comparisons of achievement across grades. Scale scores also allow educators to track each student's performance over time, determining the amount of growth that each student displays throughout their school career.
- *descriptive and informative reports*. In addition to including student demographic information, achievement-level scores, and scale scores, the *Individual Student Report* contains supportive information about student performance, what the SC-Alt measures, and ways families can support student learning.

Achievement-Level Scores

The student's demonstration of the skills and knowledge required by the assessment is reported as an achievement level ranging from 1 to 4:

- **Level 4** students demonstrate and apply academic skills and competencies in the subject area.
- **Level 3** students demonstrate increasing academic skills and competencies in the subject area.
- **Level 2** students demonstrate foundational academic skills and competencies in the subject area.
- **Level 1** students may demonstrate emerging academic skills and competencies in the subject area.

The complete descriptions of these achievement levels are provided in Appendix C. The descriptor corresponding to the student's achievement-level score describes the student's learning status in regard to achieving or mastering the academic content standards. The descriptions of achievement levels in Appendix C provide detailed information about the student's achievement status that is needed by teachers and administrators. Versions of the achievement-level descriptors that are written specifically for the student's parents and family are provided in the *Individual Student Report*.

The SC-Alt uses a scale score system to express the student's specific performance score. The scale score is computed from the test item scoring recorded by the test administrator. The scale score is used as the basis for assigning a student's achievement-level score. Table 1 shows the scale score ranges for assignment of achievement levels. This table also provides the scale score standard errors of measurement (SEM) for each of the test forms for each content area. The scale score standard deviations are approximately 80 points for each form and content area.

Table 1

Achievement-Level Scale Score Ranges and Standard Error of Measurement (SEM) for 2010 by Content Area and Form

Achievement Level	Elementary School Form (ages 8–10)	Middle School Form (ages 11–13)	High School Form (age 15)
English Language Arts			
Level 4	491–740	501–740	514–740
Level 3	466–490	477–500	487–513
Level 2	403–465	417–476	429–486
Level 1	260–402	260–416	260–428
SEM	17.3	24.4	21.9
Mathematics			
Level 4	526–740	534–740	541–740
Level 3	476–525	489–533	498–540
Level 2	413–475	425–488	434–497
Level 1	260–412	260–424	260–433
SEM	21.7	22.3	20.5
Science			
Level 4	496–740	514–740	535–740
Level 3	469–495	489–513	506–534
Level 2	430–468	447–488	463–505
Level 1	260–429	260–446	260–462
SEM	23.8	26.1	27.9
Social Studies			
Level 4	549–740	560–740	NA
Level 3	492–548	503–559	NA
Level 2	423–491	439–502	NA
Level 1	260–422	260–438	NA
SEM	23.6	31.8	NA

Achievement levels of 3 and 4 will be considered "Proficient" for the purposes of AYP computations.

Using and Communicating SC-Alt Scores

The SC-Alt tests students' achievement in English language arts (ELA), mathematics, science, and social studies. The SC-Alt does not address other important skills for this student population such as functional life skills. Individualized Education Program (IEP) reports and other methods provide educators and parents with information on how students are progressing in other

areas. SC-Alt scores may be used along with other information in evaluating the student's performance on academic content and skills and in planning instruction aligned with the academic content standards. The *Assessment Standards and Measurement Guidelines* may be used to assist the teacher in interpreting the student's scores in relation to the standards and in planning standards-based instruction. SC-Alt scores should not be used in making program placement decisions about students.

The student's performance on the SC-Alt is reported by a scale score for each content area, as well as by achievement level. The scale score may be used to track a student's achievement growth in a content area over two or more test administrations of the same grade-span form or across grade-span forms. An increase in scale score from one year to the next indicates an increase in the student's achievement performance, even if the increase was not substantial enough to move the student to the next higher achievement level. Scale scores are reported for each student on the *Individual Student Report* (ISR), *School Report*, and *District Roster Summary*.

Some students with significant cognitive disabilities may present special challenges for assessment. If you are reviewing scores for a student who was tested by another teacher, or test administrator, and you have questions about how the student was assessed or the accuracy of the scores, consult the test administrator to obtain any information that may be helpful in interpreting the scores or in conducting the next assessment.

In interpreting scores for individual students, consider the measurement error that is associated with any test score. The standard error of measurement (SEM) is provided for each form and content area in Table 1.

Types of Score Reports

Score reports are generated for each district, school, and student. Listed below are the types of SC-Alt score reports (and the number of copies) that will be received.

- Reports for the District
  - *District Roster Summary* (2 copies)
  - *District Demographic Summary* (2 copies)
  - *District Summary by Test Form* (2 copies)
  - *District Student Data File* (1 CD)
  - *School Report* (1 copy)
- Reports for the School
  - *Individual Student Report* (2 copies)
  - *Student Labels* (1 copy)
  - *School Report* (1 copy)

Special Reporting Codes and Messages

The score reports may include the following codes.

Not a Valid Attempt (NV)—The **NV** code will appear on the *School Report* and the *District Roster Summary* for a student when there was not a valid assessment attempt in a subject area. In order to qualify as a valid assessment attempt, the test administrator must follow the start/stop rules of the administration and the student must have received scores on at least five or more items.

The NV status is assigned when the assessment was started/stopped in a way that is inconsistent with the administration rules or when at least one item but fewer than five items were scored. NV status students are counted as Not Tested (NT) for purposes of accountability. On the *Individual Student Report,* an NV status results in a statement that the student was not tested in that content area.

Not Tested (NT)—The **NT** code will appear on the *School Report* and the *District Roster Summary* when no items were scored for a student in a content area (mathematics, ELA, science, or social studies). On the *Individual Student Report,* an NT status results in a statement that the student was not tested in that content area.

Testing Participation Requirements by Content Area

All students administered the elementary or middle school forms were required to be assessed in English language arts (ELA) and mathematics. All students administered the high school form were required to be assessed in ELA, mathematics, and science. The assessment requirements for science and social studies for students administered the elementary or middle school form depended on the student's age. Students who were age 9 or 12 on September 1, 2009 (the ages typical of students enrolled in grade 4 or 7) were required to be assessed in both science and social studies. Students who were age 8, 10, 11, or 13 on September 1, 2009 (the ages typical of students enrolled in grade 3, 5, 6, or 8) were randomly assigned to be assessed in either science or social studies (i.e., 50 percent of these students were assigned to be assessed in science, and 50 percent were assigned to be assessed in social studies). This assessment participation plan for science and social studies will result in a large number of students receiving Not Tested (NT) designations on either science or social studies.

Reports for the District

District Roster Summary

The *District Roster Summary* (DRS) provides district staff with an overview of the performance of all students in the district who have an *Individual Score Report* (ISR).

Pointer highlighted sections of the report:

1. Student and school: The student's name appears in the first column followed by the name of the school.
2. Demographic information: The demographic information reported for each student (student SASI/PowerSchool identification number, date of birth, gender, and ethnicity) was obtained from the school's student database, or in some cases was coded directly by the teacher on the student's answer folder.
3. SC-Alt test form: The form the student was administered (elementary, middle, or high school) is presented following the student's demographic information.
4. Subject area scores: For each subject area, both scale scores and achievement-level status are reported.
5. Performance by achievement level: At the end of the DRS, the number of students in the district scoring at each achievement level for each subject is reported.

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District Roster Summary

District: Calvert

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		DEMOGRAPHIC INFORMATION					MATH-EMATICS		ENGLISH LANGUAGE ARTS		SCIENCE		SOCIAL STUDIES	
Student	School	Student ID	Date of Birth	GENDER	ETHNICITY	SC-ALT TEST FORM	Scale Score	Achieve-ment Level 1-4	Scale Score	Achieve-ment Level 1-4	Scale Score	Achieve-ment Level 1-4	Scale Score	Achieve-ment Level 1-4
ADAMS, KYREE	ALFONSO ELEMENTARY SCHOOL	587412589457	09/20/99	F	B	ES	480	3	495	4	270	1	500	3
BOYLE, SUSAN	JAMES MADISON MIDDLE SCHOOL	698412589568	09/03/93	F	W	HS	477	2	500	3	277	1	NT	NT
DOMINO, ANTHONY	ALFONSO ELEMENTARY SCHOOL	641265891204	07/04/99	M	W	ES	598	4	261	1	415	1	NT	NT
DORAN, HAROLD	JAMES MADISON MIDDLE SCHOOL	697412589468	05/16/00	M	H	ES	400	1	461	2	473	3	715	4
FELDER, ADAM	ALFONSO ELEMENTARY SCHOOL	541265891203	12/02/98	M	W	ES	335	1	450	2	475	3	NT	NT
FRANKLIN, MARJORIE	JAMES MADISON MIDDLE SCHOOL	955790125454	01/10/96	F	W	MS	499	3	421	2	NT	NT	501	3
GOFF, LARKIN	ALFONSO ELEMENTARY SCHOOL	845790125443	03/16/96	F	W	MS	491	3	NT	NT	NT	NT	400	1
JIMENEZ, WALTER	ALFONSO ELEMENTARY SCHOOL	645748965452	09/06/98	M	H	ES	NV	NV	465	2	NT	NT	488	2
JOHNSON, MICHAEL	ALFONSO ELEMENTARY SCHOOL	687412589458	12/25/96	M	W	MS	470	2	494	3	731	4	687	4
KONG, HERBERT	JAMES MADISON MIDDLE SCHOOL	659321024796	08/25/94	M	A	HS	446	2	502	3	433	1	NT	NT
PECK, NANCY	ALFONSO ELEMENTARY SCHOOL	549321024785	09/01/94	F	B	HS	527	3	480	2	465	2	NT	NT
PHANH, GERROLD	JAMES MADISON MIDDLE SCHOOL	956790125554	07/26/96	M	A	MS	480	2	519	4	506	3	NT	NT
STEPHENS, JENNY	JAMES MADISON MIDDLE SCHOOL	650321024896	02/21/99	F	B	ES	695	4	469	3	NT	NT	724	4
TUCKER, JULIE	ALFONSO ELEMENTARY SCHOOL	545748965451	10/06/93	F	B	HS	500	3	430	2	501	2	NT	NT
WILLIAMS, ALLYSON	ALFONSO ELEMENTARY SCHOOL	945790125444	06/27/94	F	B	HS	422	1	490	3	540	4	NT	NT
YOON, BOKHEE	ALFONSO ELEMENTARY SCHOOL	649321024786	08/03/96	F	A	MS	517	3	644	4	440	1	NT	NT

Test Form: ES=Elementary School, MS=Middle Schoo;. HS=High School
NT=Not Tested, NV=Not a Valid Administration

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District Roster Summary

District: Calvert

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		DEMOGRAPHIC INFORMATION					MATH-EMATICS		ENGLISH LANGUAGE ARTS		SCIENCE		SOCIAL STUDIES	
Student	School	Student ID	Date of Birth	GENDER	ETHNICITY	SC-ALT TEST FORM	Scale Score	Achieve-ment Level 1-4	Scale Score	Achieve-ment Level 1-4	Scale Score	Achieve-ment Level 1-4	Scale Score	Achieve-ment Level 1-4
	Number Scoring Achievement Level 1							3		1		5		1
	Number Scoring Achievement Level 2							4		6		2		1
	Number Scoring Achievement Level 3							6		5		3		2
	Number Scoring Achievement Level 4							2		3		2		3
	Number Not Tested (includeds NV)							1		1		4		9

Test Form: ES=Elementary School, MS=Middle Schoo;. HS=High School
NT=Not Tested, NV=Not a Valid Administration

District Demographic Summary

The *District Demographic Summary* (DDS) provides district staff with a summary of student performance in each assessed subject by gender, ethnicity, lunch program, migrant status, and ESL status. Student performance is reported by percentages of students at each achievement level.

Pointer highlighted sections of the report:

1. Student subgroups
2. Number tested
3. Percentage of students at each performance level, by demographic subgroup
4. Percentage of students at and above Performance Level 3, by demographic subgroup

Although student names are not listed on this report, the test scores of some students may be discernible from their demographic characteristics. For this reason, the *District Demographic Summary* should be treated as a document containing confidential student information.

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District Demographic Summary
District: Calvert / District Number: 1234

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	MATHEMATICS						ENGLISH LANGUAGE ARTS (ELA)					
	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above
ALL STUDENTS	15	20.0	26.7	40.0	13.3	53.3	15	6.7	40.0	33.3	20.0	53.3
GENDER												
Female	9	11.1	11.1	66.7	11.1	77.8	8	0.0	37.5	37.5	25.0	62.5
Male	6	33.3	50.0	0.0	16.7	16.7	7	14.3	42.9	28.6	14.3	42.9
Unknown	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
ETHNICITY												
African American	5	20.0	0.0	60.0	20.0	80.0	5	0.0	40.0	40.0	20.0	60.0
African American/American Indian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
American Indian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Asian	3	0.0	66.7	33.3	0.0	33.3	3	0.0	0.0	33.3	66.7	100.0
Hawaiian/Pacific Islander	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Hispanic	1	100.0	0.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0
White	6	16.7	33.3	33.3	16.7	50.0	5	20.0	40.0	40.0	0.0	40.0
White/African American	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
White/American Indian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
White/Asian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Other	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
LUNCH PROGRAM												
Full-Pay Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Free Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Reduced Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	15	20.0	26.7	40.0	13.3	53.3	15	6.7	40.0	33.3	20.0	53.3

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	MATHEMATICS						ENGLISH LANGUAGE ARTS (ELA)					
	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above
MIGRANT												
No	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Yes	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	15	20.0	26.7	40.0	13.3	53.3	15	6.7	40.0	33.3	20.0	53.3
ESL												
Pre-functional	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Beginner	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Intermediate	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Advanced	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Initially English Proficient	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Title III First Year Exited	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Title III Second Year Exited	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
English Speaker I	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
English Speaker II	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Pre-functional Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Beginner Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Intermediate Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Advanced Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	15	20.0	26.7	40.0	13.3	53.3	15	6.7	40.0	33.3	20.0	53.3

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	SCIENCE						SOCIAL STUDIES					
	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above
ALL STUDENTS	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4
GENDER												
Female	6	50.0	50.0	0.0	16.7	16.7	4	25.0	0.0	50.0	25.0	75.0
Male	6	33.3	0.0	50.0	16.7	66.7	3	0.0	33.3	0.0	66.7	66.7
Unknown	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
ETHNICITY												
African American	4	25.0	50.0	0.0	25.0	25.0	2	0.0	0.0	50.0	50.0	100.0
African American/American Indian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
American Indian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Asian	3	66.7	0.0	33.3	0.0	33.3	0	0.0	0.0	0.0	0.0	0.0
Hawaiian/Pacific Islander	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Hispanic	1	0.0	0.0	100.0	0.0	100.0	2	0.0	50.0	0.0	50.0	50.0
White	4	50.0	25.0	25.0	25.0	50.0	3	33.3	0.0	33.3	33.3	66.7
White/African American	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
White/American Indian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
White/Asian	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Other	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
LUNCH PROGRAM												
Full-Pay Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Free Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Reduced Meals	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4

Spring 2010
District Demographic Summary
District: Calvert / District Number: 1234

South Carolina
Alternate Assessment
(SC-Alt)

	SCIENCE						SOCIAL STUDIES					
	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above
MIGRANT												
No	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Yes	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4
ESL												
Pre-functional	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Beginner	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Intermediate	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Advanced	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Initially English Proficient	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Title III First Year Exited	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Title III Second Year Exited	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
English Speaker I	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
English Speaker II	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Pre-functional Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Beginner Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Intermediate Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Advanced Waiver	0	0.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.0	0.0	0.0
Unknown	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4

District Summary by Test Form

The *District Summary by Test Form* reports student performance by test form for each school and the district for each content area. For each of the test forms, elementary, middle, and high school, the following data are reported.

Pointer highlighted sections of the report:

1. School and test form
2. Number tested
3. Percentage of students at each performance level, by form
4. Percentage of students at and above Performance Level 3, by form

Although student names are not listed on this report, the test scores of some students may be discernible due to the very small numbers of students tested at some schools. For this reason, the *District Summary by Test Form* should be treated as a document containing confidential student information.

Spring 2010
District Summary by Test Form

District: Calvert

District Number: 1234

South Carolina

Alternate Assessment (SC-Alt)

SCHOOL	MATHEMATICS						ENGLISH LANGUAGE ARTS (ELA)					
	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above	Number Tested	% Level1	% Level2	% Level3	% Level4	% Level 3 and Above
ALFONSO ELEMENTARY SCHOOL												
Elementary School (ES)	3	33.3	0.0	33.3	33.3	66.7	4	25.0	50.0	0.0	25.0	25.0
Middle School (MS)	3	0.0	33.3	66.7	0.0	66.7	2	0.0	0.0	50.0	50.0	100.0
High School (HS)	3	33.3	0.0	66.7	0.0	66.7	3	0.0	66.7	33.3	0.0	33.3
School Total (All Forms)	9	22.2	11.1	55.6	11.1	66.7	9	11.1	44.4	22.2	22.2	44.4
JAMES MADISON MIDDLE SCHOOL												
Elementary School (ES)	2	50.0	0.0	0.0	50.0	50.0	2	0.0	50.0	50.0	0.0	50.0
Middle School (MS)	2	0.0	50.0	50.0	0.0	50.0	2	0.0	50.0	0.0	50.0	50.0
High School (HS)	2	0.0	100.0	0.0	0.0	0.0	2	0.0	0.0	100.0	0.0	100.0
School Total (All Forms)	6	16.7	50.0	16.7	16.7	33.3	6	0.0	33.3	50.0	16.7	66.7
DISTRICT TOTAL												
Elementary School (ES)	5	40.0	0.0	20.0	40.0	60.0	6	16.7	50.0	16.7	16.7	33.3
Middle School (MS)	5	0.0	40.0	60.0	0.0	60.0	4	0.0	25.0	25.0	50.0	75.0
High School (HS)	5	20.0	40.0	40.0	0.0	40.0	5	0.0	40.0	60.0	0.0	60.0
District Total (All Forms)	15	20.0	26.7	40.0	13.3	53.3	15	6.7	40.0	33.3	20.0	53.3

Spring 2010
District Summary by Test Form

District: Calvert

District Number: 1234

South Carolina

Alternate Assessment (SC-Alt)

	SCIENCE						SOCIAL STUDIES					
SCHOOL	**Number Tested**	**% Level1**	**% Level2**	**% Level3**	**% Level4**	**% Level 3 and Above**	**Number Tested**	**% Level1**	**% Level2**	**% Level3**	**% Level4**	**% Level 3 and Above**
ALFONSO ELEMENTARY SCHOOL												
Elementary School (ES)	3	66.7	0.0	33.3	0.0	33.3	2	0.0	50.0	50.0	0.0	50.0
Middle School (MS)	2	50.0	50.0	0.0	50.0	50.0	2	50.0	0.0	0.0	50.0	50.0
High School (HS)	3	0.0	66.7	0.0	33.3	33.3	0	0.0	0.0	0.0	0.0	0.0
School Total (All Forms)	8	37.5	37.5	12.5	25.0	37.5	4	25.0	25.0	25.0	25.0	50.0
JAMES MADISON MIDDLE SCHOOL												
Elementary School (ES)	1	0.0	0.0	100.0	0.0	100.0	2	0.0	0.0	0.00	100.0	100.0
Middle School (MS)	1	0.0	0.0	100.0	0.0	100.0	1	0.0	0.0	100.00	0.0	100.0
High School (HS)	2	100.0	0.0	0.0	0.0	0.0	0	0.0	0.0	0.00	0.0	0.0
School Total (All Forms)	4	50.0	0.0	50.0	0.0	50.0	3	0.0	0.0	33.3	66.7	100.0
DISTRICT TOTAL												
Elementary School (ES)	4	50.0	0.0	50.0	0.0	50.0	4	0.0	25.0	25.0	50.0	75.0
Middle School (MS)	3	33.3	33.3	33.3	33.3	66.7	3	33.3	0.0	33.3	33.3	66.7
High School (HS)	5	40.0	40.0	0.0	20.0	20.0	0	0.0	0.0	0.0	0.0	0.0
District Total (All Forms)	12	41.7	25.0	25.0	16.7	41.7	7	14.3	14.3	28.6	42.9	71.4

District Student Data File

The *District Student Data File* CDs include all student test information in an easy-to-read electronic format. The CDs and pertinent information about the structure of the data on the CDs will be distributed to each district.

Reports for the School

Individual Student Report

Each school receives two copies of the *Individual Student Report* (ISR), one copy for the home and one copy for school staff. A sample ISR is included as Appendix A.

The ISR represents a major improvement in the reporting of student test performance. The report includes not only are demographic information and test scores but also descriptions of test content and recommendations on how the family can support student learning.

The information contained in the ISR enables teachers to describe to the family what the student knows and can do.

For example, the ISR contains a brief definition of each achievement level for each content area. Each student's obtained achievement level is reported, as is a description of specific knowledge and skills of students who score at that achievement level.

Additionally, the report includes text that directly addresses activities the family can do that will support student learning.

This descriptive characteristic of the reports is intended to assist teachers and the family as they plan academic activities consistent with the South Carolina Academic Content Standards.

Student Labels

Included with the score reports are Student Labels to affix to student record-keeping documents, such as the permanent record folder. Each school will receive one copy of the labels for all assessed students. A sample label is shown below.

ADAMS, KYREE **Student ID:** 587412589457 SC-ALT
ALFONSO ELEMENTARY SCHOOL SPRING 2010
BEDS: 1234567 **DOB:** 09/20/99 **Ethnicity:** B **Gender:** F

	Math	ELA	Science	SS	Test Form
Scale Score	480	495	270	500	ES
Achievement Level	Level 3	Level 4	Level 1	Level 3	

School Report

Each school receives one copy of the *School Report*. A second copy of the *School Report* is provided to the district office. The *School Report* contains information useful for evaluating overall building performance and for setting instructional priorities.

The *School Report* contains two major sources of information: the roster of student performance and the score summary.

The roster lists students alphabetically by teacher. Demographic information and test form administered are included for each student. Student achievement is reported for each content area by scale score and achievement level.

The score summary for the school reports the number of students at each achievement level, by content area. This information, along with the descriptions of achievement levels (Appendix C), can provide a useful school-wide profile of content-referenced academic accomplishments and content-referenced areas for further growth. Such a profile allows school administrative and instructional staff to set broad academic priorities for the school.

Appendix A

Individual Student Report

INDIVIDUAL STUDENT REPORT

Prepared Especially for the Family of
Kyree Adams

Date of Birth:	9/20/1999
Student ID:	587412589457
School District:	Calvert
School:	Alfonso Elementary School

Spring 2010

The South Carolina Alternate Assessment (SC-Alt)

Kyree participated in the South Carolina Alternate Assessment (SC-Alt) during the spring of 2010.

She took the elementary school form of the test, which is based on academic standards from grades 3 to 5. This report is designed to provide you with information on your child's performance on this assessment.

The SC-Alt is a test designed for students with significant cognitive disabilities who participate in a school curriculum that includes academic and functional skill instruction. The alternate assessment only tests students' achievement in English language arts (ELA), mathematics, science, and social studies. Individualized Education Program (IEP) reports and other methods provide parents with information on how students are progressing in the other areas.

What is the SC-Alt?

- The SC-Alt assessment includes performance tasks in each subject area. Students may complete the tasks by using their usual method of communication. This may include pointing or gazing at answer choices, selecting objects, pictures, or picture symbols that represent an answer choice, or reading letters, words or sentences to complete the task.
- The tasks are linked to the state academic content standards in four areas: English language arts (ELA), mathematics, science, and social studies.
- Students are assigned a test form based on their age. Students ages 8-10 are assigned to the elementary school form; students ages 11-13 are assigned to the middle school form; and students age 15 take the high school form.

How are scores reported and used?

- Four achievement levels (Level 1, Level 2, Level 3, and Level 4) have been established for the SC-Alt. Achievement levels describe how students are doing in relation to the state academic standards. Your child's performance is also reported as a scale score that allows parents to monitor growth from year to year.
- Level 2 is the achievement level reported as meeting the "Basic" reporting requirement for state accountability on the District Report Card. Achievement Levels 3 and 4 are the achievement levels reported as "proficient" for schools and districts in the federal accountability Adequate Yearly Progress (AYP) report.

Where can I get more information about SC-Alt and my child's performance?

- You can contact your child's teacher or school for more information.
- You can view examples of tasks, information about expectations at each achievement level, and scale score tables on the South Carolina Department of Education website at http://www.ed.sc.gov/agency/Accountability/Assessment/SouthCarolinaAlternateAssessment.html.

Mathematics

Kyree scored at Level 3 with a scale score of 480 in mathematics.

Students who score at Level 3 should be able to:

- add and subtract simple numbers;
- count and compare objects in a group;
- compare objects by color, size, or shape;
- identify three-dimensional shapes;
- read information in a graph.

	4	Students performing at Level **4** demonstrate and apply academic skills and competencies in mathematics.
Your Child's Level	3	Students performing at Level **3** demonstrate increasing academic skills and competencies in mathematics.
	2	Students performing at Level **2** demonstrate foundational academic skills and competencies in mathematics.
	1	Students performing at Level **1** may demonstrate emerging academic skills and competencies in mathematics.

How you can support Kyree's learning

- Help your child add and subtract during everyday activities. For example, show her five pennies or other objects and give her one more. Then, ask her to tell you how many there are altogether.
- Play games with your child. Use games that require matching numbers (dots), such as dominoes.
- Put three objects in one pile and two objects in another pile. Ask your child which pile has more objects.
- Describe everyday household objects by shapes. For example, a can is a cylinder; a box is a rectangular prism; and a ball is a sphere.

English Language Arts

Kyree scored at Level 4 with a scale score of 495 in ELA.

Students who score at Level 4 should be able to:

- identify the main idea and make predictions about what will happen next in a story;
- write a simple story;
- follow two-step directions;
- take turns appropriately during conversations.

Your Child's Level	4	Students performing at Level **4** demonstrate and apply academic skills and competencies in reading, writing, and research.
	3	Students performing at Level **3** demonstrate increasing academic skills and competencies in reading, writing, and research.
	2	Students performing at Level **2** demonstrate foundational academic skills and competencies in reading, writing, and research.
	1	Students performing at Level **1** may demonstrate emerging academic skills and competencies in reading, writing, and research.

How you can support Kyree's learning

- Encourage your child to read passages from a variety of materials (books, magazines, newspapers).
- Read a story with your child and talk to her about specific characters and the order of events in the story.
- Assist your child with writing about an event or activity using her typical method of communication.
- Encourage your child to begin conversations with family members or friends by using her typical method of communication.

Science

Kyree scored at Level 1 with a scale score of 270 in science.

Students who score at Level 1 should be able to:

- use senses to observe the outcome of a simple scientific investigation;
- sequence growth patterns;
- observe and record daily weather conditions;
- recognize the sun and moon and relate them to day and night;
- recognize that objects move when force is applied.

	4	Students performing at Level **4** demonstrate and apply academic skills and competencies in science.
	3	Students performing at Level **3** demonstrate increasing academic skills and competencies in science.
	2	Students performing at Level **2** demonstrate foundational academic skills and competencies in science.
Your Child's Level ►	1	Students performing at Level **1** may demonstrate emerging academic skills and competencies in science.

How you can support Kyree's learning

- Help your child plant a seed and watch it grow.
- Explain and help your child observe different weather conditions.
- Point out the moon in the sky at night.
- Show your child two balls. Roll one across a table and leave one still. Point out which ball is in motion and which is not.

Social Studies

Kyree scored at Level 3 with a scale score of 500 in Social Studies.

Students who score at Level 3 should be able to:

- understand the concept of past and present;
- demonstrate respect for people of authority;
- identify major symbols of the United States (the flag, bald eagle);
- recognize that when we work we earn money to buy things;
- identify features on a map of South Carolina (river, mountain, ocean);
- match historical figures such as Abraham Lincoln, Thomas Jefferson, etc., to their accomplishments.

	4	Students performing at Level **4** demonstrate and apply academic skills and competencies in social studies.
Your Child's Level ►	3	Students performing at Level **3** demonstrate increasing academic skills and competencies in social studies.
	2	Students performing at Level **2** demonstrate foundational academic skills and competencies in social studies.
	1	Students performing at Level **1** may demonstrate emerging academic skills and competencies in social studies.

How you can support Kyree's learning

- Play a "Now or Long Ago" game (e.g., do we ride in a stagecoach now or long ago?).
- Find and identify items in the community such as the American flag.
- Talk about national holidays (Fourth of July and what it means) and celebrate them with your child.
- Look at a map of South Carolina with your child and find what is near the mountains and near the ocean.
- Let your child earn an allowance by doing chores or helping out by following rules. (A job can be as simple as not throwing a tantrum or allowing you to brush her teeth without fussing.)

The following areas are tested in Mathematics:

Number and Operations
- whole numbers
- fractions
- addition and subtraction
- multiplication and division

Algebra
- patterns and their relationships

Geometry
- attributes of objects such as shape, size, color
- identification of two- and three-dimensional shapes

Measurement
- money
- length, liquid, volume, and mass and weight
- time
- equivalences

Data Analysis and Probability
- data collection and representation
- data analysis
- probability

The following areas are tested in English Language Arts:

Reading
- reading
- comprehending a variety of texts (such as fiction, nonfiction, poetry, and drama)
  Note: Reading materials may include objects, pictures or photographs, picture symbols, letters, and words.

Writing
- developing written communications (notes, stories) using the student's typical method of communication

Research
- accessing and using information from a variety of sources
- communicating their own ideas and ideas of others*
  **Students' typical method of communication, verbal or nonverbal, may be facilitated by using objects, pictures or photographs, picture symbols, letters and words, voice output devices, or assistive technology.*

The following areas are tested in Science:

Scientific Inquiry involves studying scientific processes and skills such as:
- observing
- classifying
- predicting what will happen in a simple scientific experiment

Life Science
- basic needs of plants and animals
- their structures and habitats

Earth Science
- weather
- objects in the sky (sun and moon)
- earth materials (rocks and soil)

Physical Science
- characteristics of objects
- the effect of force on the motion of objects
- light, heat, and electricity

The following areas are tested in Social Studies:

Social Studies Literacy Elements are concepts required for understanding this subject such as:
- distinguishing between past, present, and future
- demonstrating responsible citizenship within the school community, the local community, and national communities
- creating and using timelines
- understanding the relationship between people and the land

Academic Standards include concepts related to specific historical time frames:
- history
- geography
- political science/government
- economics

Appendix B

School Report

SCHOOL REPORT

Prepared Especially for

James Madison Middle School

School District: Calvert
School BEDS Code: 1234568

Spring 2010

The South Carolina Alternate Assessment (SC-Alt)

Your students participated in the South Carolina Alternate Assessment (SC-Alt) during the spring of 2010.

The SC-Alt is a test designed for students with significant cognitive disabilities who participate in a school curriculum that includes both academic and functional skill instruction.

This report provides information on your students' achievement in English language arts (ELA), mathematics, science, and social studies. Individualized education programs (IEP) and other reports provide educators and parents with information on how students are progressing in other areas.

Students at your school may have taken either the elementary, middle, or high school form. Students are assigned a test form based on each student's age. Students ages 8-10 were assigned to the elementary school form; students ages 11-13 were assigned to the middle school form; and students age 15 were assigned to the high school form.

More about SC-Alt

- SC-Alt is an assessment that includes a series of performance tasks in each subject area and allows students to respond by using their typical method of communication. This may include pointing or gazing at response options, selecting objects, pictures, or picture symbols that represent an answer choice, or reading letters, words, or sentences to complete a task.
- The tasks are linked to the academic content standards through the South Carolina Assessment Standards and Measurement Guidelines (ASMGs) in ELA, mathematics, science, and social studies. The ASMGs show the link to the state grade level academic standards, but at lower levels of complexity or with greater focus on introductory or prerequisite skills. Go to http://www.ed.sc.gov/agency/Accountability/Assessment/SouthCarolinaAlternateAssessment.html to view these documents and for additional information on SC-Alt.
- Results are reported as achievement levels and scale scores. Level 2 is the achievement level reported as meeting the "Basic" requirement for state accountability on the District Report Card. Levels 3 and 4 are the achievement levels included in the Adequate Yearly Progress (AYP) reporting for federal accountability. See the *2010 Score Report Users Guide* for additional information on achievement levels and scale scores and guidance on interpreting the school score reports.

	Student ID	Demographic Information			SC-Alt Test Form
Teacher Name					
Student Name	Student ID	Date of Birth	Gender	Ethnicity	Elementary School (ES), Middle School (MS), High School (HS)
Brown, Maria					
Doran, Harold	697412589468	05/16/00	M	H	ES
Franklin, Marjorie	955790125454	01/10/96	F	W	MS
Kong, Herbert	659321024796	08/25/94	M	A	HS
Marshall, Arthur					
Boyle, Susan	698412589568	09/03/93	F	W	HS
Phanh, Gerrold	956790125554	07/26/96	M	A	MS
Stephens, Jenny	650321024896	02/21/99	F	B	ES

NT - Not Tested
NV - Not a Valid Test Administration

Note: Students ages 9 and 12 (grades 4 and 7) were tested in both science and social studies; students ages 8, 10, 11, and 13 (grades 3, 5, 6, and 8) were tested in either science or social studies (but not both). Students age 15 were tested in physical science. Social studies is not tested at the high school level.

Score Summary	
	Number Scoring Achievement Level 1
	Number Scoring Achievement Level 2
	Number Scoring Achievement Level 3
	Number Scoring Achievement Level 4
	Number Not Tested (includes NV)

Mathematics		English Language Arts		Science		Social Studies	
Scale Score Range 260 – 740	Achievement Level 1-4	Scale Score Range 260 – 740	Achievement Level 1-4	Scale Score Range 260 – 740	Achievement Level 1-4	Scale Score Range 260 – 740	Achievement Level 1-4
400	1	461	2	473	3	715	4
499	3	421	2	NT	NT	501	3
446	2	502	3	433	1	NT	NT
477	2	500	3	277	1	NT	NT
480	2	519	4	506	3	NT	NT
695	4	469	3	NT	NT	724	4

Mathematics	English Language Arts	Science	Social Studies
1	0	2	0
3	2	0	0
1	3	2	1
1	1	0	2
0	0	2	3

The following areas are tested in Mathematics:

Number and Operations
- whole numbers
- fractions
- addition and subtraction
- multiplication and division

Algebra
- patterns and their relationships

Geometry
- attributes of objects such as shape, size, color
- identification of two- and three-dimensional shapes

Measurement
- money
- length, liquid, volume, and mass and weight
- time
- equivalences

Data Analysis and Probability
- data collection and representation
- data analysis
- probability

The following areas are tested in English Language Arts:

Reading
- reading
- comprehending a variety of texts (such as fiction, nonfiction, poetry, and drama)
  Note: Reading materials may include objects, pictures or photographs, picture symbols, letters, and words.

Writing
- developing written communications (notes, stories) using the student's typical method of communication

Research
- accessing and using information from a variety of sources
- communicating their own ideas and ideas of others*
  **Students' typical method of communication, verbal or nonverbal, may be facilitated by using objects, pictures or photographs, picture symbols, letters and words, voice output devices, or assistive technology.*

The following areas are tested in Science:

Scientific Inquiry involves studying scientific processes and skills such as:
- observing
- classifying
- predicting what will happen in a simple scientific experiment

Life Science
- basic needs of plants and animals
- their structures and habitats

Earth Science
- weather
- objects in the sky (sun and moon)
- earth materials (rocks and soil)

Physical Science
- characteristics of objects
- the effect of force on the motion of objects
- light, heat, and electricity

The following areas are tested in Social Studies:

Social Studies Literacy Elements are concepts required for understanding this subject such as:
- distinguishing between past, present, and future
- demonstrating responsible citizenship within the school community, the local community, and national communities
- creating and using timelines
- understanding the relationship between people and the land

Academic Standards include concepts related to specific historical time frames:
- history
- geography
- political science/government
- economics

Appendix C

Descriptions of Achievement Levels

ELA
Mathematics
Science
Social Studies

English Language Arts Descriptions of Achievement Levels

Performance Level	ELA Achievement Level Definitions	Grades 3–5	Grades 6–8	Grade 10
1	Students performing at level 1 demonstrate emerging academic skills and competencies in reading, writing, and communication.	Students performing at level 1 should be able to • listen (as evidenced by facial expressions, gestures, or sounds) to a variety of text read aloud; • point or eye gaze to objects, pictures, or letters to complete a writing activity; • engage (using facial expressions, gestures, or sounds) in conversations focused on objects in the immediate surroundings; • listen (as evidenced by facial expressions gestures or sounds) to a speaker.	Students performing at level 1 should be able to • point or eye gaze to objects or pictures related to a variety of grade appropriate or adapted text focused on concrete concepts, read aloud; • point or eye gaze to objects, pictures, or letters to create a simple composition; • engage in conversations focused on events in the immediate surroundings as evidenced by facial expressions, gestures, or sounds; • listen to a speaker as evidenced by facial expressions, gestures, without interrupting.	Students performing at level 1 should be able to • listen to a variety of grade appropriate/adapted texts read aloud as evidenced by facial expressions, gestures, or sounds; • point or eye gaze to objects, pictures, or letters to complete more complex written products; • engage in conversations focused on objects or events outside the immediate surroundings as evidenced by facial expressions, gestures, or sounds; • listen and respond to a speaker.
2	Students performing at level 2 demonstrate foundational academic skills and competencies in reading, writing, and communication.	Students performing at level 2 should be able to • tell or show what a grade appropriate or adapted text, which contains high frequency words, is about; • identify individual words/picture symbols; • identify story elements (e.g., main idea, events, setting, and characters); • use oral and written language to describe; • select from a list of topics to generate ideas for written communication; • listen to a speaker without interrupting; • respond appropriately in conversations .	Students performing at level 2 should be able to • tell or show what text that requires only literal interpretation is about (using objects, pictures, or words); • read a variety of grade appropriate/adapted texts (e.g., recipes or advertisements); • identify story elements (e.g., main idea, events, setting, characters, and conflict); • make connections within and between texts; • use oral and written language to explain; • select from a list of topics to generate multiple ideas for written communication; • focus attention on a speaker and listen without interrupting; • engage in conversations by answering direct questions about familiar situations; • follow oral and/or written one-step directions.	Students performing at level 2 should be able to • tell or show what a grade-appropriate or adapted text that requires simple inferences is about • read a variety of texts (e.g. recipes, advertisements, schedules, and newspapers) • identify story elements (e.g., main idea, events, setting, characters, conflict, and plot); • gather meaning from graphic representations; • use oral and written language to explain, inform, and describe; • generate ideas for written communication; • edit own writing; • engage in conversations by answering direct questions about the immediate environment or other familiar surroundings.

Performance Level	ELA Achievement Level Definitions	Grades 3–5	Grades 6–8	Grade 10
3	Students performing at level 3 demonstrate increasing academic skills and competencies in reading, writing, and communication.	Students performing at level 3 should be able to • identify story elements in text (e.g., characters, settings, events, cause and effect, and problem solution); • read words and simple sentences; • generate an idea and use words, pictures, or oral language to write; • follow one-step oral or signed directions; • communicate agreement or disagreement appropriately.	Students performing at level 3 should be able to • identify and recall details in text including main idea and characters; • draw conclusions and make simple predictions and inferences about the text; • determine meaning of unfamiliar words; • generate multiple ideas by selecting from a list and use words, pictures, or oral language to write; • initiate conversation about immediate surroundings.	Students performing at level 3 should be able to • make connections with text (plot, characters, setting); • make inferences about events in text; • understand multiple meanings of words; • compare and contrast story elements from different stories; • discriminate fact from fiction; • generate an idea and use words, pictures, or oral language to write; • follow directions to complete a task; • initiate conversations about immediate surroundings or other familiar topics.
4	Students performing at level 4 demonstrate and apply academic skills and competencies in reading, writing, and communication.	Students performing at level 4 should be able to • identify story elements such as the main idea and cause and effect; • draw conclusions and make predictions about text; • read and understand the main idea of a simple paragraph; • create and edit personal written products; • follow two-step oral or signed directions; • take turns appropriately during conversation or discussion.	Students performing at level 4 should be able to • recognize and recall details in text, including the main idea, plot, characters, and setting; • draw conclusions and make predictions and inferences about the text; • read and understand the main idea of a simple paragraph; • explain word meanings; • create and edit personal written products; • follow oral/signed or written directions; • initiate and retell conversations.	Students performing at level 4 should be able to • recognize and recall details in text, including the main idea, plot, characters, and setting; • draw conclusions, and make predictions and inferences about the text; • read and understand the main idea of a short story; • use context clues to understand the meaning of unknown words; • make connections within and between texts and to prior knowledge, other texts, and the world; • create and edit personal written products; • use graphic representations as sources of information.

Mathematics Descriptions of Achievement Levels

Performance Level	Mathematics Achievement Level Definitions	Grades 3–5	Grades 6–8	Grade 10
1	Students performing at level 1 demonstrate emerging academic skills and competencies in mathematics.	Students performing at level 1 should be able to • manipulate one concrete object; • observe that two geometric figures have the same attributes; • recognize attributes of objects, such as length and weight.	Students performing at level 1 should be able to • recognize the concept of one in counting objects; • recognize that two geometric figures have the same attributes; • recognize attributes of objects, such as length, weight, and size/volume.	Students performing at level 1 should be able to • recognize the concept of one more in counting objects; • match geometric figures that have the same attributes; • respond to positional concepts such as on top of or under, off-on, above and below; • match objects by one attribute such as length, weight, and size/volume.
2	Students performing at level 2 demonstrate foundational academic skills and competencies in mathematics.	Students performing at level 2 should be able to • count objects in a set; • identify objects by one attribute (color, size, shape); • classify two - and three-dimensional concrete objects according to one attribute; • recognize positional concepts (on/off); • identify measurement tools, including graphs.	Students performing at level 2 should be able to • add and subtract using concrete objects; • sort objects by one attribute (color, size, shape); • recognize and demonstrate understanding of positional concepts (on/off, below/above); • use nonstandard units to measure; • match the correct tool to a specific task (i.e. measure length, weight, time); • identify parts of a chart, graph, or table.	Students performing at level 2 should be able to • solve addition and subtraction problems; • Identify operations (+ or -); • tell which has more in a set; • identify a repeating relationship (pattern); • sort and classify objects by one attribute, (length, height, weight. volume); • use a graph or chart to gain information.

Performance Level	Mathematics Achievement Level Definitions	Grades 3–5	Grades 6–8	Grade 10
3	Students performing at level 3 demonstrate increasing academic skills and competencies in mathematics.	Students performing at level 3 should be able to • demonstrate addition and subtraction concretely or symbolically; • count and compare objects in a set; • sort and classify objects by attribute (shape, size); • identify three-dimensional shapes (cube, sphere, cylinder); • use nonstandard units to measure; • find answers to questions in a graph.	Students performing at level 3 should be able to • identify the answer to one-digit addition and subtraction problems; • identify a set as having more, fewer, or the same number as another set; • extend a repeating pattern; • compare objects by attribute; • interpret information displayed in a table.	Students performing at level 3 should be able to • identify the process for solving an addition or a subtraction problem; • identify and use operational symbols correctly; • estimate the number of objects in a set; • add to find value of a set of coins; • describe, create, and complete a repeating pattern; • use and organize data to create charts, graphs, and tables.
4	Students performing at level 4 demonstrate and apply academic skills and competencies in mathematics.	Students performing at level 4 should be able to • demonstrate understanding of addition and subtraction; • generate a pattern using three-dimensional shapes (cube, sphere, cylinder); • compare objects by attribute (length, size); • interpret information displayed in a graph.	Students performing at level 4 should be able to • solve addition and subtraction facts without regrouping; • describe and extend a repeating pattern; • interpret information displayed in a graph; • use data to create tables.	Students performing at level 4 should be able to • identify, compare, and construct numbers; • use operation symbols (more than less than and equal to) to solve problems; • add to find the value of a set of two or more coins; • identify, describe, create, extend, and complete a repeating pattern; • describe events as more likely or less likely to occur; • use and organize data to create and interpret graphs.

Science Descriptions of Achievement Levels

Performance Level	Science Achievement Level Definitions	Grades 3–5	Grades 6–8	Grade 10
1	Students performing at level 1 demonstrate emerging academic skills and competencies in science.	Students performing at level 1 should be able to use their senses to • observe the outcome of a simple science investigation; • sequence growth patterns; • observe and record daily weather conditions; • recognize the sun and moon and relate them to day and night; • recognize that objects move when force is applied..	Students performing at level 1 should be able to use their senses to • chose a question (how) (what if) to conduct a scientific investigation; • identify major body parts of animals; • identify the sun and moon; • recognize that objects move when force is applied and recognize speed (fast and slow); • sort by one attribute.	Students performing at level 1 should be able to use their senses to • choose questions to conduct a simple scientific investigation; • recognize that objects move when force is applied; • recognize that an object at rest does not move; • identify physical properties of matter (e.g., freezing/melting)
2	Students performing at level 2 demonstrate foundational academic skills and competencies in science.	Students performing at level 2 should be able to • generate a question to conduct a simple scientific investigation; • sort organisms by physical characteristics; • identify daily weather conditions; • recognize the pattern of day and night; • identify the position of objects such as above/below, inside, or on top; • sort materials by observable properties.	Students performing at level 2 should be able to • carry out a simple scientific investigation to answer a question; • sort and describe materials by observable properties; • sort and identify organisms by physical characteristics; • identify patterns of day and night; • recognize that an object at rest moves when force is applied.	Students performing at level 2 should be able to • carry out a simple scientific investigation related to electricity or force and motion to answer a question; • compare magnetic and non-magnetic objects; • identify the force that makes an object move; • recognize physical changes in matter; • recognize physical properties of matter.
3	Students performing at level 3 demonstrate increasing academic skills and competencies in science.	Students performing at level 3 should be able to • select appropriate tool for gathering data; • carry out a simple scientific investigation; • classify events in sequential order; • distinguish between living and nonliving things; • identify major organs of animals; • use a graph to compare daily changes in weather conditions.	Students performing at level 3 should be able to • conduct and analyze the results of a simple scientific investigation; • use graphs, tables, and charts to record data and report on the results of an investigation; • compare the characteristics of living and nonliving things; • identify what plants need to grow; • use a graph or chart to compare weather conditions for each season; • classify organisms into major groups.	Students performing at level 3 should be able to • predict the outcome of a simple investigation and compare the results with the prediction; • compare factors that affect an electromagnet; • identify electricity as a source of energy; • relate the change in force to the change in speed; • recognize the physical properties of two or more objects.
4	Students performing at level 4 demonstrate and apply academic skills and competencies in science.	Students performing at level 4 should • gain meaning from graphs and tables; • conduct and analyze the results of a scientific investigation; • identify major organs of animals and their functions; • identify living and nonliving things in terms of a food web; • identify natural resources as renewable or nonrenewable; • identify how heat and light change from season to season.	Students performing at level 4 should be able to • plan, conduct, and carry out a simple scientific investigation; • communicate simple conclusions using tables and graphs; • identify simple machines (incline plane, lever, pulley); • compare data on temperature changes over time using a graph; • use a graph to show how heat and light change from season to season; • identify sources of light.	Students performing at level 4 should be able to • plan, conduct, and analyze the results of a scientific investigation; • draw simple conclusions from distance/time graphs or tables; • demonstrate how simple machines are used to help people (inclined plane, lever, pulley, etc.); • predict the effect of the change in force on an object; • identify water as solid, steam, or liquid.

Social Studies Descriptions of Achievement Levels

Performance Level	Social Studies Achievement Level Definitions	Grades 3–5	Grades 6–8
1	Students performing at level 1 demonstrate emerging academic skills and competencies in social studies.	Students performing at level 1 should be able to • identify self from others; • respond to a person in authority in the home or school; • follow class rules; • engage in turn-taking; • listen to information about South Carolina history.	Students performing at level 1 should be able to • identify self from others; • respond to familiar authority figures; • follow class rules; • engage in turn-taking and sharing; • listen to information presented about significant and historical events in South Carolina.
2	Students performing at level 2 demonstrate foundational skills and competencies in social studies.	Students performing at level 2 should be able to • identify characteristics such as gender that help identify self in relation to others; • match workers to different jobs in the community; • recognize people in authority and follow class rules; • match the people we honor on some national holidays (e.g., George Washington, Martin Luther King, Jr.) with the holidays; • distinguish between past and present (match jobs of the past with jobs of the present); • match significant historical figures such as Thomas Edison to their accomplishments.	Students performing at level 2 should be able to • identify surroundings (e.g., classroom, school); • match different people to their jobs in the community; • identify people in authority and follow class rules; • demonstrate understanding of rules; • identify the people we honor on some national holidays (e.g., George Washington, Martin Luther King, Jr.); • identify the purpose of money; • match changes over time to the past and present such as communication.
3	Students performing at level 3 demonstrate increasing skills and competencies in social studies.	Students performing at level 3 should be able to • understand the concept of past and present; • demonstrate respect for people in authority; • identify major symbols of the United States; • identify why we celebrate the national holidays; • recognize that when we work we earn money to buy things; • identify features on a map of South Carolina (river, mountain, ocean); • answer questions about significant events related to the Civil War; • identify historical figures such as Thomas Edison, Alexander Graham Bell, etc. to their accomplishments.	Students performing at level 3 should be able to • identify members of the larger community (e.g., police officers, fire-fighters, doctors); • demonstrate understanding of consequences of not following the rules; • identify examples of good citizenship such as honesty, courage, etc.; • identify symbols of the United States (e.g., the flag, bald eagle); • demonstrate an understanding that we work to earn money and use money to buy things; • identify changes over time such as in travel, farming, etc.; • gain information from maps, charts, and graphs; • answer questions about key historical figures and significant historical events including the civil rights movement.
4	Students performing at level 4 demonstrate and apply academic skills and competencies in social studies.	Students performing at level 4 should be able to • place personal history on a time line; • identify the roles of leaders and officials in local government (e.g., principal, mayor, governor); • identify individuals who embody qualities of good citizenship; • identify examples of respect and fair treatment; • recognize that we exchange money for goods and services; • use a key to locate geographic features on a map of South Carolina; • answer questions about key concepts related to the Civil War; • answer questions about the accomplishments of key historical figures such as Thomas Edison, Alexander Graham Bell, etc.	Students performing at level 4 should be able to • place personal and family history on a time line; • identify roles of leaders and officials in local government (e.g., principal, mayor, governor); • identify examples of the qualities of courage and patriotism; • identify examples of respect and fair treatment and their opposites; • recognize how the amount of money available determines what we can buy; • gain information from maps and charts; • identify the accomplishments of Civil Rights leaders including Rosa Parks.