South Carolina
National Center and State Collaborative
Alternate Assessment
(SC-NCSC)

SC-NCSC 2016
Score Report Interpretation Guide

This guide and more information about the SC-NCSC can be found at http://ed.sc.gov/tests/middle/scncsc/.

Contents

Introduction to the SC-NCSC

Purpose

The SC-NCSC Alternate Assessment was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level SC College and Career Ready Standards (SCCCR). The SC-NCSC Alternate Assessment is a component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the state academic standards. SC-NCSC's long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school capable of pursuing postsecondary options.

The SC-NCSC Alternate Assessment is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws require that all students participate in assessments that measure student achievement on grade-level content standards.

According to ESEA regulations, an alternate assessment may be based on alternate achievement standards and the results may be included in the federal accountability calculations as long as the number of proficient and advanced scores do not exceed one percent of all students in the grade tested at the state and district level.

An alternate achievement standard is an expectation of performance that differs in complexity from grade-level achievement standards. Alternate achievement standards must be aligned with the state's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible.

All students must be included in the state's assessment system by participating in the state assessment with or without accommodations or in the state alternate assessment based on alternate achievement standards (AA-AAS). Decisions regarding the method of assessing students with disabilities must be made on an individual basis by the student's individualized education program (IEP) team and documented in the student's IEP.

Student Participation

The decision about a student's participation in required statewide assessments is made by the student's IEP team and documented in the student's IEP. To document that the alternate 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 that 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.

The SC-NCSC should be administered to students who are determined by their IEP team to meet all of the participation criteria for alternate assessment and who are between the ages of 8 and 13 or are age 16 on September 1, 2015.

Students identified as requiring alternate assessment who are receiving instruction outside of the school setting must also be assessed with the SC-NCSC Alternate Assessment. These situations include students who have been placed in medical homebound or home-based instruction.

ESL students who meet the criteria for alternate assessment on alternate achievement standards must take the SC-NCSC Alternate Assessment.

Students who demonstrate a significant cognitive disability and meet the participation guidelines for alternate assessment on alternate achievement standards may be from any of the disability categories listed in the IDEA.

SC-NCSC Development

The SC-NCSC is based on the National Center and State Collaborative (NCSC) developed alternate assessment on alternate achievement standards. The NCSC was a multi-state consortium that consisted of 24 states and partner organizations. NCSC developed instructional materials and an assessment for students with the most significant cognitive disabilities.

NCSC identified Core Content Connectors (CCCs) that are linked to the grade level academic standards. The CCCs identify the most salient grade-level, core academic content to guide instruction and assessment of students with the most significant cognitive disabilities. These CCCs are the curricular basis for the SC-NCSC and guide the development of the assessment items. Special and general educators had a significant role in the creation of these CCCs to the state standards.

In 2015, South Carolina conducted a crosswalk of the South Carolina College and Career Ready Standards (SCCCRS) to the NCSC CCCs. A committee of general and special educators from across the state compared the SCCRS with the NCSC CCCs and found that the CCCs are well-aligned to the SCCCR standards.

Overview of the SC-NCSC Format

The SC-NCSC Alternate Assessment assesses English language arts (reading and writing) and mathematics in grades 3-8 and 11. The SC-NCSC Alternate Assessment is aligned to SCCCRS and the NCSC Core Content Connectors. It is an on-demand item-based assessment comprised primarily of selected response items that are written at four levels of complexity.

To access the age- and grade-appropriate general curriculum content and to build skills and knowledge in ELA and mathematics, students with significant cognitive disabilities often need adaptations, scaffolds, and supports. During instruction, in response to students' progress in their current level of understanding and with specific use of evidence-based methods of teaching, students gradually move to more complex learning, needing progressively fewer scaffolds and supports. For students to accurately demonstrate what they know and can do, these age- and grade-appropriate adaptations, scaffolds, and supports also need to be present within the assessment process itself.

The assessment items incorporate important aspects of item design related to both varying levels of content complexity and the degree and type of scaffolds and supports. The assessment is designed to be administered one-on-one online or in a paper–pencil format as needed by the student. The passages, items and response options are read to the student by the screen reader or test administrator. The SC-NCSC permits student-specific accommodations, such as assistive technology for student response modes, a scribe, and sign language.

Each content area consists of 30-40 items, mostly selected response items split into multiple sessions, as shown below.

Session 1: Reading	Session 2: Reading	Session 3: Writing
Literary and informational reading passages and associated Selected-Response Reading items Open-Response Foundational Reading items (Grades 3 and 4 only)	Literary and informational reading passages and associated Selected-Response Reading items Open-Response Foundational Reading items (Grades 3 and 4 only)	Selected-Response Writing items

NCSC Mathematics Test	
Mathematics Session 1	**Mathematics Session 2**
• Selected-Response Mathematics items • Constructed-Response Mathematics Completion items in selected grades	• Selected-Response Mathematics items • Constructed-Response Mathematics Completion items in selected grades

Description of SC-NCSC Item Types

Selected-Response (SR) items: Reading, Writing and Mathematics SR items (multiple choice) are presented to students in a standard format. All directions and materials needed for administering selected-response items are in the secure Directions for Test Administration (DTA) that accompanies each test form. Every item is presented in the following order:

1. Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration)
2. Item question
3. Answer options presented in stacked, or vertical, formation

Students select a response from the options and may do so in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, assistive technology, etc.). Students enter responses into the SC-NCSC Assessment System. If the student has the scribe accommodation, the scribe enters the student-selected response on behalf of the student.

Open-Response (OR) Foundational Reading items: These items are included in the Reading Test in grades 3 and 4 only. The items are word identification tasks. Students identify three to five words as each item is presented. The TA enters the student's scores into the online SC-NCSC Assessment System.

Students with clear and consistent oral speech are administered the OR Foundational Reading items. Students using communication other than oral speech, such as Augmentative and Alternative

Communication (AAC) devices, American Sign Language, braille or eye gaze are administered only the SR Foundational Reading items included in the Reading Test.

Constructed-Response (CR) items: In selected grades for mathematics, CR items require students to develop an answer instead of selecting an answer from response options. CR items are presented as novel tasks using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps culminating with the Test Administrator (TA) scoring the student performance using the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Directions and materials needed for administering mathematics CR items are included in the secure Directions for Test Administration (DTA) that accompanies each mathematics test form. The TA enters the student CR score into the SC-NCSC Assessment System.

Scoring

Scoring of many items is accomplished automatically within the online test platform. Specifically, Selected Response items are scored as correct or incorrect by the test platform based on answer keys pre-programmed into the system. Mathematics Constructed Response items are reviewed by the Test Administrator, and then marked correct or incorrect in the test platform. Items without responses receive a score of zero.

SC-NCSC Score Reporting

Overview

This guide describes the various types of score reports provided for the 2015─16 SC-NCSC administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s).

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, e.g., IEP progress reports and report cards.

Key features of the SC-NCSC score reporting system include:

- *reporting of performance levels.* Performance levels for the SC-NCSC Alternate Assessment were established after the first administration of the assessment in 2015. Broad-based committees of educators assembled to establish levels of performance on the SC-NCSC Alternate Assessment." The performance level reporting system reflects the recommendations made by the standard-setting committees. Each student's performance level is reported by content area.
- *reporting of scale scores.* The scale score provides more precise information about the student's performance than performance level alone. Scale scores may be used to make comparisons of performance within each content area across grades.
- *descriptive and informative reports*. In addition to including student demographic information, performance level, and scale scores, the Individual Student Report contains supportive information about student performance and what the SC-NCSC measures.

Reporting Performance

The SC-NCSC uses a scale score system to express the student's specific performance score. The scale score is used as the basis for assigning a student's performance level in each content area. Table 1 shows the scale score ranges for performance levels for each grade and content area. The student's demonstration of the grade level skills and knowledge required by the assessment is reported as a performance level ranging from 1 to 4, with Levels 3 and 4 designated as 'Meets Expectations'.

SC-NCSC developed Performance Level Descriptors (PLDs) for mathematics and English language arts (ELA) at grades 3-8 and 11 through an iterative process involving multiple stakeholder groups. The SC-NCSC partnership developed grade-level PLDs to summarize the knowledge, skills, and abilities (KSAs) prioritized for the SC-NCSC that students need to attain at each level of achievement (Level 1- Level 4). Each performance level is understood to include the knowledge, skills and abilities of the preceding performance levels.

Descriptions of performance levels can be found in Appendix B. The PLDs provided in Appendix B differ from those used in the Individual Student Report. Those presented in Appendix B are more detailed and may be more useful for school and district staff.

It is through PLDs that teachers, parents, and the public can see not only what grade-level content a student should know and do to meet expectations, but also how well the student needs to perform—what depth, breadth, and complexity is an appropriately high expectation. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.

Table 1

Performance-Level Scale Score Ranges for 2016 by Content Area and Grade

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

Interpreting and Using the SC-NCSC Scores

The SC-NCSC tests student performance in English language arts (ELA) and mathematics based on alternate achievement standards. The student's performance on the SC-NCSC is reported by a scale score for each content area, as well as by a performance level. Scale scores are reported for each student on the Individual Student Report (ISR), and School Roster Report.

SC-NCSC scores may be used in conjunction with the Individualized Education Program (IEP) progress reports and report cards to evaluate the student's performance on academic content and skills. The scores can inform planning for instruction that is aligned with the SCCCR Standards. The SCCCR Standards can be used to assist the teacher in interpreting the student's scores in relation to the standards and in planning standards-based instruction. SC-NCSC scores should not be used in making program placement decisions about students.

When reviewing scores for a student who was tested by another teacher or test administrator, it may be helpful to consult with the test administrator to obtain any information that may be helpful in interpreting the scores, answering any questions, or in conducting the next assessment.

The student performance scores can be interpreted in the context of the relevant Performance Level Descriptors, SCCCR Standards and Core Content Connectors.

Types of Score Reports

Score reports are generated for each district, school, and student and may be accessed online through the SC-NCSC reporting portal. Each district will also receive two paper copies of the Individual Student Report. Listed below are the types of SC-NCSC score reports that will be available on the reporting portal. All SC-NCSC score reports are confidential documents.

- Reports for the District
  - District Summary Report
  - Student Results File CSV
- Reports for the School
  - School Summary report
  - School Roster Report
  - Student Results File CSV
  - Individual Student Report

Special Reporting Codes and Messages

In some cases students were assigned a special reporting code. A complete list of special reporting codes and their associated descriptions is provided below.

Test Status		
Code	**Test Status**	**Description**
ESR	Early Stopping Rule	If the TA did not observe a student mode of communication after the presentation of 4 items, the test was closed by the TA
ESM	Early Stopping Rule Misadministration	Testing may have ended early on the basis that a consistent mode of communication was not observed, however at least one response was recorded for the student in at least one content area.
INC	Tested - Incomplete	The student's test was not submitted by the close of testing. The student may not have had the opportunity to complete the entire test.
IRR	Administration Irregularity	An administration irregularity not necessitating an invalidation of scores was reported for the student's test.
INV	Invalidated	The results of the student's test have been invalidated.
ELL	ELL Exempt (ELA Only)	The student was exempt from ELA testing due to being a first year English Language Learner.
DNT	Did Not Test	The student did not test via the SC-NCSC assessment.
WDR	Withdrew	The student withdrew.
NLE	No Longer Eligible	The student is not eligible to test via the SC-NCSC assessment.

Testing Participation Requirements by Content Area

All students were required to be assessed in English language arts (ELA) and mathematics. Participation Status is assigned independently for ELA and mathematics.

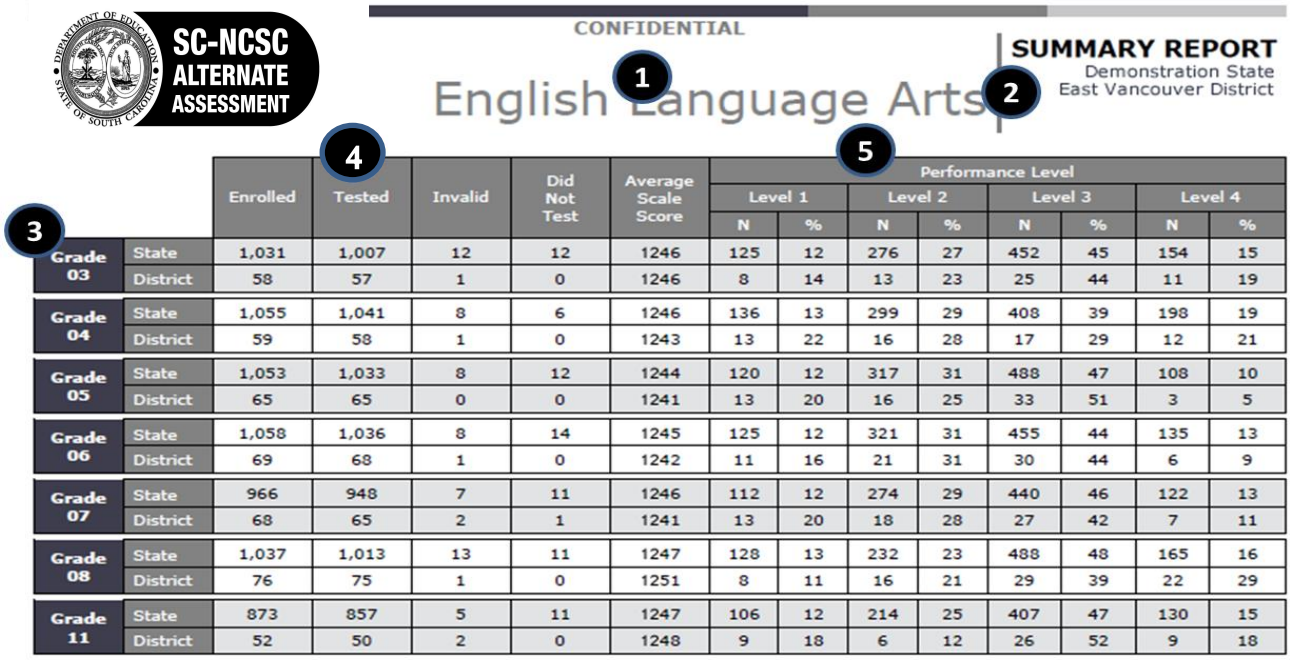
If the test was "Submitted" then the Participation Status is **Tested**, regardless of the number of item responses.

Reports for the District

District Summary Report

The *District Summary Report* (DSR) provides district staff with a summary of student participation and performance by district and school. See Figure 1 below.

Figure 1 – Sample District Summary Report



		Enrolled	Tested	Invalid	Did Not Test	Average Scale Score	Performance Level							
							Level 1		Level 2		Level 3		Level 4	
							N	%	N	%	N	%	N	%
Grade 03	State	1,031	1,007	12	12	1246	125	12	276	27	452	45	154	15
	District	58	57	1	0	1246	8	14	13	23	25	44	11	19
Grade 04	State	1,055	1,041	8	6	1246	136	13	299	29	408	39	198	19
	District	59	58	1	0	1243	13	22	16	28	17	29	12	21
Grade 05	State	1,053	1,033	8	12	1244	120	12	317	31	488	47	108	10
	District	65	65	0	0	1241	13	20	16	25	33	51	3	5
Grade 06	State	1,058	1,036	8	14	1245	125	12	321	31	455	44	135	13
	District	69	68	1	0	1242	11	16	21	31	30	44	6	9
Grade 07	State	966	948	7	11	1246	112	12	274	29	440	46	122	13
	District	68	65	2	1	1241	13	20	18	28	27	42	7	11
Grade 08	State	1,037	1,013	13	11	1247	128	13	232	23	488	48	165	16
	District	76	75	1	0	1251	8	11	16	21	29	39	22	29
Grade 11	State	873	857	5	11	1247	106	12	214	25	407	47	130	15
	District	52	50	2	0	1248	9	18	6	12	26	52	9	18

The District Summary Report contains the following features, highlighted above:

1. Content Area of the report.

2. State and District included in the report.

3. Summary of results by Grade Level. The state and district data shown here are other third graders in the state and district.

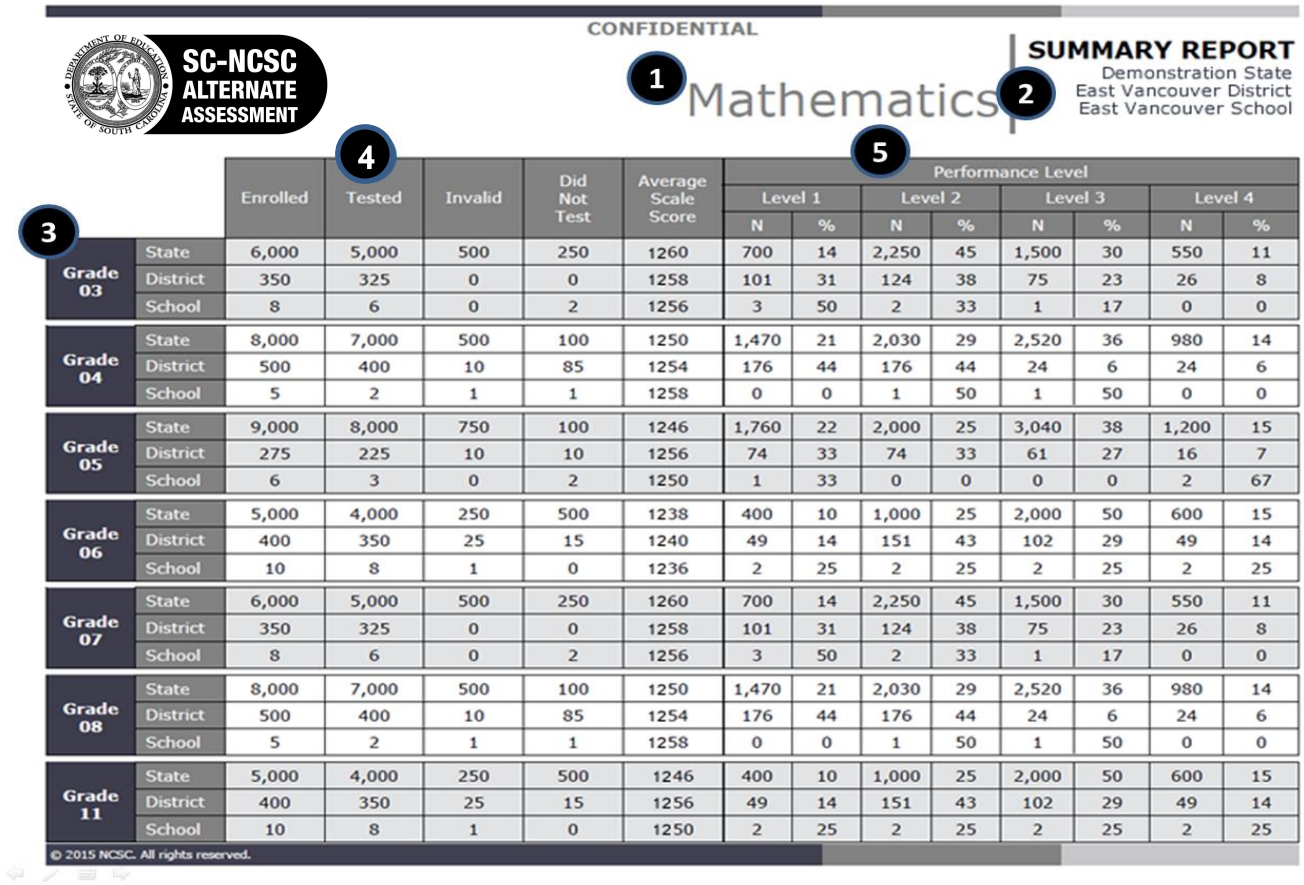
4. Number of students Enrolled, Tested, Invalid and Did Not Test, and Average Scale Score by State, District and School. Refer to the Special Reporting Codes and Messages for information regarding test status.

5. The number and percentage of students at each performance level by grade in the state, district.

Reports for the School

School Summary Report

Figure 2 – Sample School Summary Report



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SC-NCSC ALTERNATE ASSESSMENT

1 Mathematics 2

SUMMARY REPORT
Demonstration State
East Vancouver District
East Vancouver School

		3	4 Tested	Invalid	Did Not Test	Average Scale Score	5 Performance Level							
		Enrolled					Level 1		Level 2		Level 3		Level 4	
							N	%	N	%	N	%	N	%
Grade 03	State	6,000	5,000	500	250	1260	700	14	2,250	45	1,500	30	550	11
	District	350	325	0	0	1258	101	31	124	38	75	23	26	8
	School	8	6	0	2	1256	3	50	2	33	1	17	0	0
Grade 04	State	8,000	7,000	500	100	1250	1,470	21	2,030	29	2,520	36	980	14
	District	500	400	10	85	1254	176	44	176	44	24	6	24	6
	School	5	2	1	1	1258	0	0	1	50	1	50	0	0
Grade 05	State	9,000	8,000	750	100	1246	1,760	22	2,000	25	3,040	38	1,200	15
	District	275	225	10	10	1256	74	33	74	33	61	27	16	7
	School	6	3	0	2	1250	1	33	0	0	0	0	2	67
Grade 06	State	5,000	4,000	250	500	1238	400	10	1,000	25	2,000	50	600	15
	District	400	350	25	15	1240	49	14	151	43	102	29	49	14
	School	10	8	1	0	1236	2	25	2	25	2	25	2	25
Grade 07	State	6,000	5,000	500	250	1260	700	14	2,250	45	1,500	30	550	11
	District	350	325	0	0	1258	101	31	124	38	75	23	26	8
	School	8	6	0	2	1256	3	50	2	33	1	17	0	0
Grade 08	State	8,000	7,000	500	100	1250	1,470	21	2,030	29	2,520	36	980	14
	District	500	400	10	85	1254	176	44	176	44	24	6	24	6
	School	5	2	1	1	1258	0	0	1	50	1	50	0	0
Grade 11	State	5,000	4,000	250	500	1246	400	10	1,000	25	2,000	50	600	15
	District	400	350	25	15	1256	49	14	151	43	102	29	49	14
	School	10	8	1	0	1250	2	25	2	25	2	25	2	25

The School Summary Report contains the following features, highlighted above:

1. Content Area of the report.

2. State, District and School included in the report.

3. Summary of results by Grade Level. The state and district data shown here are other third graders in the state, district and school.

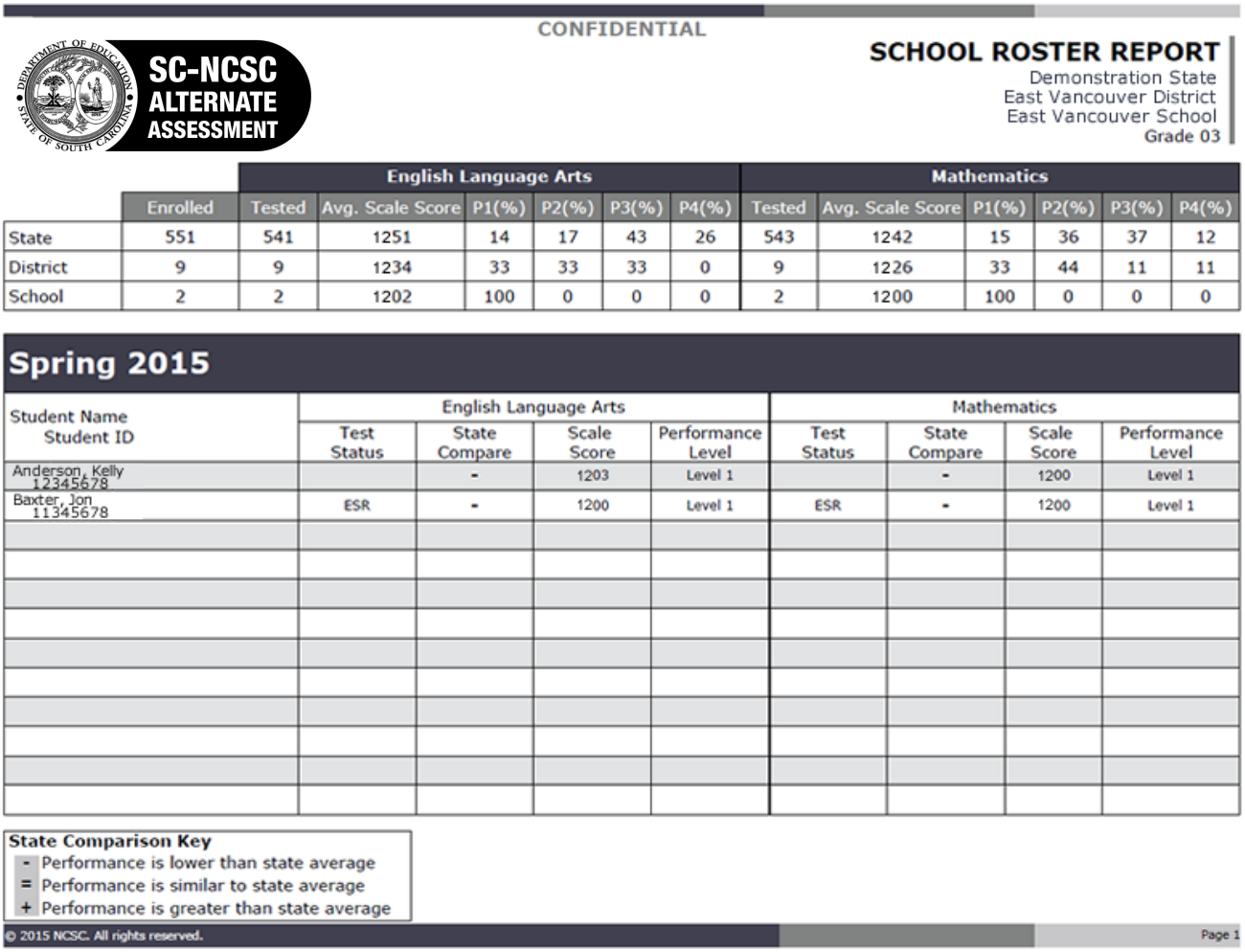
4. Number of students Enrolled, Tested, Invalid and Did Not Test, and Average Scale Score by State, District and School. Refer to the Special Reporting Codes and Messages for information regarding test status.

5. The number and percentage of students at each performance level by grade in the state, district and school.

School Roster Report

The school roster report provides student performance information at the school level for each grade, including each student's test status, scale score and performance level. See Figure 2 below.

Figure 3 – Sample School Roster Report



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SC-NCSC ALTERNATE ASSESSMENT

SCHOOL ROSTER REPORT
Demonstration State
East Vancouver District
East Vancouver School
Grade 03

		English Language Arts						Mathematics					
	Enrolled	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)
State	551	541	1251	14	17	43	26	543	1242	15	36	37	12
District	9	9	1234	33	33	33	0	9	1226	33	44	11	11
School	2	2	1202	100	0	0	0	2	1200	100	0	0	0

Spring 2015

Student Name Student ID	English Language Arts				Mathematics			
	Test Status	State Compare	Scale Score	Performance Level	Test Status	State Compare	Scale Score	Performance Level
Anderson, Kelly 12345678		-	1203	Level 1		-	1200	Level 1
Baxter, Jon 11345678	ESR	-	1200	Level 1	ESR	-	1200	Level 1

State Comparison Key
- \- Performance is lower than state average
- = Performance is similar to state average
- \+ Performance is greater than state average

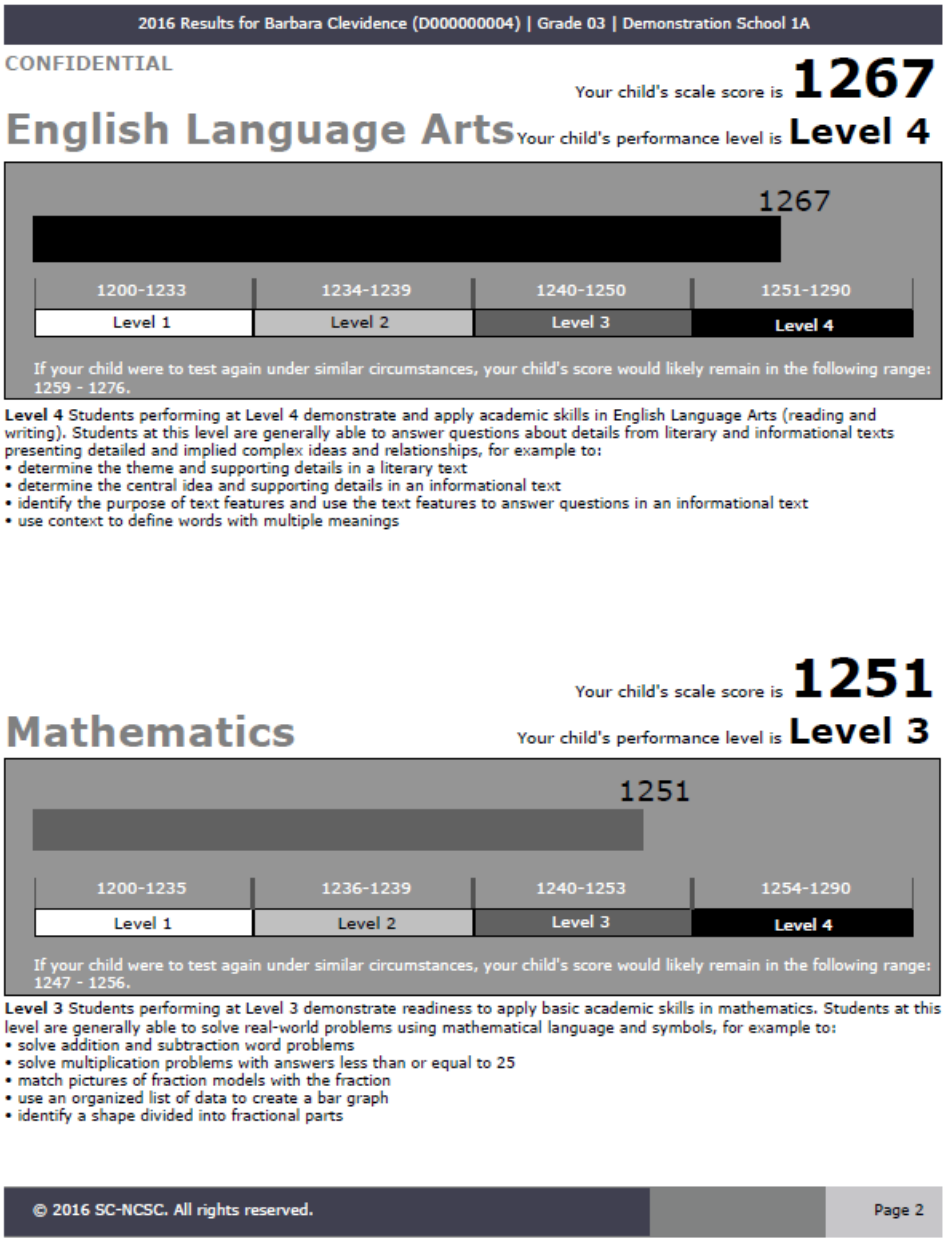
The School Roster Report contains the following features, highlighted above:

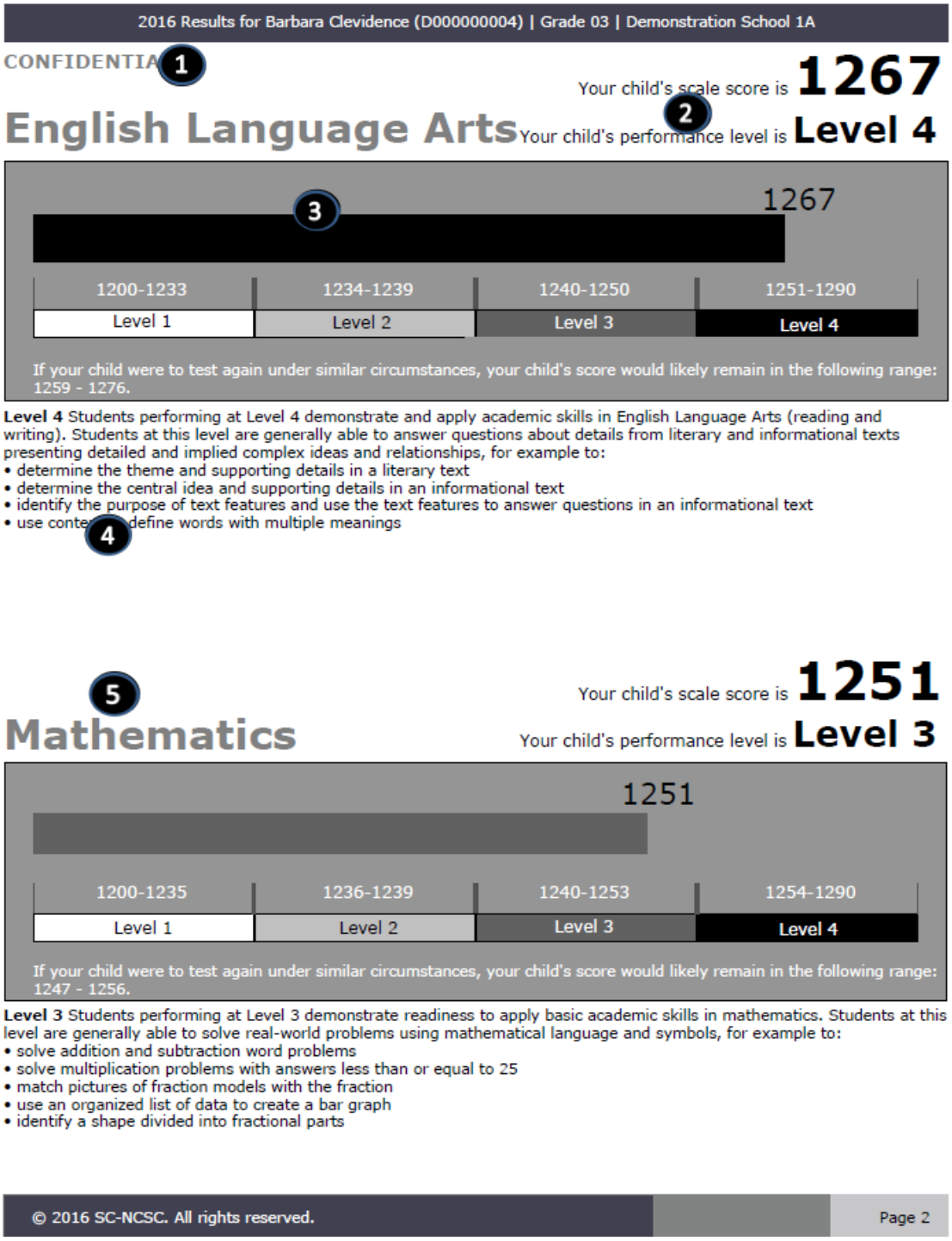
1. The state, district and school included in the report.
2. The results are displayed by Content Area.
3. A summary of enrolled and tested students, and the average scale score for the state, district and reported school.
4. This section of the report includes all students tested at the school for the specified grade.
5. For each content area the student's test status, comparison to other students in the same grade level in the state, scale score and performance level is displayed.
6. This key shows symbols used in the "State Compare" column.

Individual Student Report

The Individual Student Report (ISR) provides scale score and performance level information for a specific student. Figure 4 shows page 2 of the ISR. A full sample ISR is included in Appendix A.

Figure 4 – Sample Individual Student Report





The Individual Student Report contains the following features, highlighted above:

1. The report header includes the student's full name, student ID, Grade and School.
2. The student's scale score and performance level for each content area is shown.
3. This display shows the student's score compared to the performance level scale.
4. This text shows the performance level descriptor for the student's performance level.
5. The results for each content area are displayed separately on the report.

Appendices

Appendix A: Individual Student Report

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SC-NCSC ALTERNATE ASSESSMENT

Spring 2016 English Language Arts and Mathematics Results for Barbara Clevidence | Demonstration School 1A | Grade 03

Dear Parents and Guardians,

Your child participated in the South Carolina National Center State Collaborative (SC-NCSC) Alternate Assessment this year. This report includes your child's achievement level and scale score for the 2016 SC-NCSC Alternate Assessment in English Language Arts (ELA) and Mathematics.

The SC-NCSC Alternate Assessment assesses students with significant cognitive disabilities in grades 3-8 and 11 in academic content that is aligned to and derived from the South Carolina College and Career Ready (SCCCR) Standards.

The SC-NCSC Alternate Assessment is designed with supports that allow students to take the test using familiar materials. It also allows students to communicate what they know and can do as independently as possible using their usual mode of communication. Some of the supports found in the SC-NCSC Alternate Assessment include:

- reduced passage length for the ELA reading passages
- pictures and other graphics
- common geometric shapes and smaller numbers on the mathematics tests
- the option to have the entire test read aloud

Four achievement levels (Level 1, Level 2, Level 3, and Level 4) have been established for the SC-NCSC Alternate Assessment. Achievement levels describe how students are doing in relation to the state academic standards. Individualized Education Program (IEP) reports and other methods provide parents with information on how students are progressing in other areas.

You can find more information and resources by talking to your child's teacher or by going to http://ed.sc.gov/tests/middle/scncsc/.

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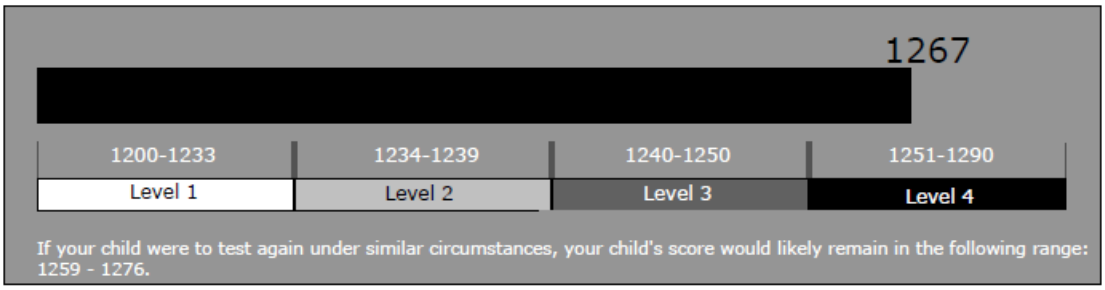
Your child's scale score is **1267**

English Language Arts

Your child's performance level is **Level 4**



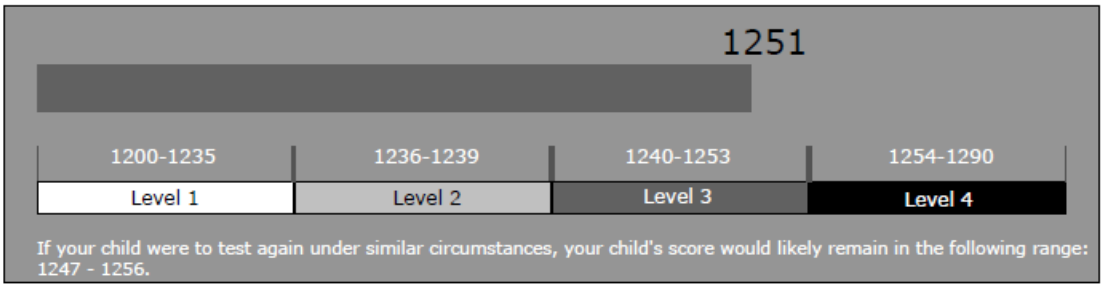
Level 4 Students performing at Level 4 demonstrate and apply academic skills in English Language Arts (reading and writing). Students at this level are generally able to answer questions about details from literary and informational texts presenting detailed and implied complex ideas and relationships, for example to:

- determine the theme and supporting details in a literary text
- determine the central idea and supporting details in an informational text
- identify the purpose of text features and use the text features to answer questions in an informational text
- use context to define words with multiple meanings

Your child's scale score is **1251**

Mathematics

Your child's performance level is **Level 3**



Level 3 Students performing at Level 3 demonstrate readiness to apply basic academic skills in mathematics. Students at this level are generally able to solve real-world problems using mathematical language and symbols, for example to:

- solve addition and subtraction word problems
- solve multiplication problems with answers less than or equal to 25
- match pictures of fraction models with the fraction
- use an organized list of data to create a bar graph
- identify a shape divided into fractional parts

Appendix B: Performance Level Descriptors
ELA
Mathematics

Grade 3 ELA Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr>
<tr><td>Low text complexity -
Brief text with straightforward ideas and relationships; short, simple sentences.</td><td>Low text complexity -
Brief text with straightforward ideas and relationships; short, simple sentences.</td><td>Moderate text complexity -
Text with clear, complex ideas and relationships and simple; compound sentences.</td><td>High text complexity -
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td></tr>
<tr><td rowspan="4">In reading, he/she is able to:
identify the topic of a literary text
identify a detail from a literary text
identify a character or setting in a literary text
identify the topic of an informational text
identify a title, caption, or heading in an informational text
identify an illustration related to a given topic
identify a topic presented by an illustration
identify the meaning of words (i.e., nouns)</td><td>In reading, he/she is able to:
determine the central idea and supporting details in literary text
determine the main idea and identify supporting details in informational text
determine the main idea of visually presented information
identify the purpose of text features in informational text
use information from charts, graphs, diagrams, or timelines in informational text to answer questions
use context to identify the meaning of multiple meaning words</td><td>In reading, he/she is able to:
determine the central idea and supporting details in literary text
determine the main idea and identify supporting details in informational text
determine the main idea of visually presented information
identify the purpose of text features in informational text
use information from charts, graphs, diagrams, or timelines in informational text to answer questions
use context to identify the meaning of multiple meaning words</td><td rowspan="4">In reading, he/she is able to:
determine the central idea and supporting details in literary text
determine the main idea and identify supporting details in informational text
determine the main idea of visually presented information
identify the purpose of text features in informational text
use information from charts, graphs, diagrams, or timelines in informational text to answer questions
use context to identify the meaning of multiple meaning words</td></tr>
<tr><td>AND with Moderate text complexity -
Text with clear, complex ideas and relationships and simple; compound sentences.</td><td>AND with High text complexity -
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td></tr>
<tr><td>use details from a literary text to answer specific questions
describe the relationship between characters, and character and setting in literary text</td><td>use details from a literary text to answer specific questions
describe the relationship between characters, and character and setting in literary text</td></tr>
<tr><td>AND with accuracy, he/she is able to:
identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td><td>AND with accuracy, he/she is able to:
identify grade level words</td></tr>
<tr><td>AND in writing, he/she is able to:
identify a statement related to an everyday topic</td><td>AND in writing, he/she is able to:
identify elements of a narrative text to include beginning, middle, and end
identify the category related to a set of facts</td><td>AND in writing, he/she is able to:
identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</td></tr>
</table>

Grade 4 ELA Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr>
<tr><td>Low text complexity -
Brief text with straightforward ideas and relationships; short, simple sentences.</td><td>Low text complexity -
Brief text with straightforward ideas and relationships; short, simple sentences.</td><td>Moderate text complexity -
Text with clear, complex ideas and relationships and simple; compound sentences.</td><td>High text complexity -
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td></tr>
<tr><td rowspan="4">In reading, he/she is able to:
identify a topic of a literary text
identify a detail from a literary text
identify a character in a literary text
identify charts, graphs, diagrams, or timelines in an informational text
identify a topic of an informational text
use context to identify the meaning of multiple meaning words
identify general academic words</td><td>In reading, he/she is able to:
determine the theme of literary text and identify supportive details
describe character traits using text-based details in literary text
determine the main idea of informational text
locate information in charts, graphs, diagrams, or timelines
use information from charts, graphs, diagrams, or timelines in informational text to answer questions
use general academic words</td><td>In reading, he/she is able to:
determine the theme of literary text and identify supportive details
determine the main idea of informational text
explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text
use information from charts, graphs, diagrams, or timelines in informational text to answer questions
use general academic words</td><td rowspan="4">In reading, he/she is able to:
determine the theme of literary text and identify supportive details
determine the main idea of informational text
explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text
use information from charts, graphs, diagrams, or timelines in informational text to answer questions
use general academic words</td></tr>
<tr><td>AND with Moderate text complexity -
Text with clear, complex ideas and relationships and simple; compound sentences.</td><td>AND with High text complexity -
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td></tr>
<tr><td>use details from a literary text to answer specific questions
use context to identify the meaning of multiple meaning words</td><td>use details from a literary text to answer specific questions
describe character traits using text-based details in literary text
use context to identify the meaning of multiple meaning words</td></tr>
<tr><td>AND with accuracy, he/she is able to:
identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td><td>AND with accuracy, he/she is able to:
identify grade level words</td></tr>
<tr><td>AND in writing, he/she is able to:
identify the concluding sentence in a short explanatory text</td><td>AND in writing, he/she is able to:
identify elements of a narrative text to include beginning, middle, and end
identify a concluding sentence related to information in explanatory text</td><td>AND in writing, he/she is able to:
identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</td></tr>
</table>

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

Grade 6 ELA Performance Level Descriptors

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

Grade 7 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low text complexity - *Brief text with straightforward ideas and relationships; short, simple sentences.*	**Low text complexity -** *Brief text with straightforward ideas and relationships; short, simple sentences.*	**Moderate text complexity -** *Text with clear, complex ideas and relationships and simple; compound sentences.*	**High text complexity -** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.*
In reading, he/she is able to: • identify a theme from a literary text • identify an inference from a literary text • identify a conclusion from an informational text • identify a claim the author makes in an informational text • compare and contrast two statements related to the same topic • use context to identify the meaning of words	**In reading, he/she is able to:** • identify the relationship between individuals or events in an informational text • use evidence from the text to support an author's claim in informational text in informational text	**In reading, he/she is able to:** • use details to support a conclusion from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author's claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases	**In reading, he/she is able to:** • use details to support a conclusion from informational text • use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other • use evidence from the text to support an author's claim in informational text • compare and contrast how two authors write about the same topic in informational texts • use context to identify the meaning of grade-level phrases
	AND with Moderate text complexity - *Text with clear, complex ideas and relationships and simple; compound sentences.*	**AND with High text complexity -** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.*	
	• use details to support themes from literary text • use details to support inferences from literary text	• use details to support themes from literary text • use details to support inferences from literary text	
AND in writing, he/she is able to: • identify a graphic that includes an event as described in a text	**AND in writing, he/she is able to:** • identify elements of an explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative	**AND in writing, he/she is able to:** • identify a sentence that provides a conclusion in narrative text	

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

Grade 11 ELA Performance Level Descriptors

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

Grade 3 Mathematics Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr>
<tr><td>Low task complexity -
Simple problems using common mathematical terms and symbols</td><td>Low task complexity -
Simple problems using common mathematical terms and symbols</td><td>Moderate task complexity -
Common problems presented in mathematical context using various mathematical terms and symbols</td><td>High task complexity -
Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td></tr>
<tr><td rowspan="3">He/she is able to:
solve addition problems
identify growing number patterns
identify an object showing a specified number of parts shaded
identify which object has the greater number of parts shaded
identify an object equally divided in two parts
identify the number of objects to be represented in a pictograph</td><td>He/she is able to:
solve addition and subtraction word problems
identify an arrangement of objects which represents factors in a problem
solve multiplication equations in which both numbers are equal to or less than five
identify multiplication patterns
identify a set of objects as nearer to 1 or 10
identify a representation of the area of a rectangle</td><td>He/she is able to:
solve addition and subtraction word problems
check the correctness of an answer in the context of a scenario
solve multiplication equations in which both numbers are equal to or less than five
identify multiplication patterns
match fraction models to unitary fractions
compare fractions with different numerators and the same denominator
transfer data from an organized list to a bar graph</td><td rowspan="3">He/she is able to:
solve addition and subtraction word problems
check the correctness of an answer in the context of a scenario
solve multiplication equations in which both numbers are equal to or less than five
identify multiplication patterns
match fraction models to unitary fractions
compare fractions with different numerators and the same denominator
transfer data from an organized list to a bar graph</td></tr>
<tr><td>AND with Moderate task complexity -
Common problems presented in mathematical context using various mathematical terms and symbols</td><td>AND with High task complexity -
Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td></tr>
<tr><td>identify geometric figures which are divided into equal parts</td><td>round numbers to nearest 10
identify geometric figures which are divided into equal parts
count unit squares to compute the area of a rectangle</td></tr>
</table>

Grade 4 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
Low task complexity - *Simple problems using common mathematical terms and symbols*	**Low task complexity -** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity -** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity -** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
He/she is able to: • identify an array with the same number of objects in each row • identify values rounded to nearest tens place • identify equivalent representations of a fraction (e.g., shaded diagram) • compare representations of a fraction (e.g., shaded diagram) • identify a rectangle with the larger or smaller perimeter • identify a given attribute of a shape • identify the data drawn in a bar graph that represents the greatest value	**He/she is able to:** • match a model to an multiplication expression using two single digit numbers • identify a model of a multiplicative comparison • show division of objects into equal groups • round numbers to nearest 10, 100 or 1000 • differentiate parts and wholes • compute the perimeter of a rectangle	**He/she is able to:** • solve multiplication word problems • show division of objects into equal groups • round numbers to nearest 10, 100, or 1000 • compare two fractions with different denominators • sort a set of 2-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph	**He/she is able to:** • solve multiplication word problems • show division of objects into equal groups • round numbers to nearest 10, 100 or 1000 • compare two fractions with different denominators • sort a set of 2-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph
	AND with Moderate task complexity - *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity -** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*	
	• identify equivalent fractions • select a 2-dimensional shape with a given attribute	• solve a multiplicative comparison word problem using up to two-digit numbers • check the correctness of an answer in the context of a scenario • identify equivalent fractions	

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

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

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

Grade 8 Mathematics Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr>
<tr><td>Low task complexity -
Simple problems using common mathematical terms and symbols</td><td>Low task complexity -
Simple problems using common mathematical terms and symbols</td><td>Moderate task complexity -
Common problems presented in mathematical context using various mathematical terms and symbols</td><td>High task complexity -
Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td></tr>
<tr><td rowspan="3">He/she is able to:
locate a given decimal number on a number line
identify the relatively larger data set when given two data sets presented in a graph
identify congruent rectangles
identify similar rectangles
identify an attribute of a cylinder
identify a rectangle with the larger or smaller area as compared to another rectangle
identify an ordered pair and its point on a graph</td><td>He/she is able to:
identify the solution to an equation which contains a variable
identify the y-intercept of a linear graph
match a given relationship between two variables to a model
identify a data display that represents a given situation
interpret data presented in graphs to identify associations between variables</td><td>He/she is able to:
locate approximate placement of an irrational number on a number line
solve a linear equation which contains a variable
identify the relationship shown on a linear graph
calculate slope of a positive linear graph
compute the change in area of a figure when its dimensions are changed
solve for the volume of a cylinder
plot provided data on a graph</td><td rowspan="3">He/she is able to:
locate approximate placement of an irrational number on a number line
solve a linear equation which contains a variable
identify the relationship shown on a linear graph
compute the change in area of a figure when its dimensions are changed
plot provided data on a graph</td></tr>
<tr><td>AND with Moderate task complexity -
Common problems presented in mathematical context using various mathematical terms and symbols</td><td>AND with High task complexity -
Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td></tr>
<tr><td>identify congruent figures
use properties of similarity to identify similar figures
interpret data tables to identify the relationship between variables</td><td>interpret data presented in graphs to identify associations between variables
interpret data tables to identify the relationship between variables
use properties of similarity to identify similar figures
identify congruent figures</td></tr>
</table>

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<tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr>
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<tr><td rowspan="3">He/she is able to:
arrange a given number of objects into two sets in multiple combinations
match an equation with a variable to a provided real world situation
determine whether a given point is or is not part of a data set shown on a graph
identify an extension of a linear graph
use a table to match a unit conversion
complete the formula for area of a figure</td><td>He/she is able to:
identify the model that represents a square number
identify variable expressions which represent word problems
identify the hypotenuse of a right triangle
identify the greatest or least value in a set of data shown on a number line
identify the missing label on a histogram
calculate the mean and median of a set of data</td><td>He/she is able to:
compute the value of an expression that includes an exponent
identify variable expressions which represent word problems
solve real world measurement problems that require unit conversions
find the missing attribute of a three-dimensional figure
determine two similar right triangles when a scale factor is given
make predictions from data tables and graphs to solve problems
plot data on a histogram
calculate the mean and median of a set of data</td><td rowspan="3">He/she is able to:
identify variable expressions which represent word problems
solve real world measurement problems that require unit conversions
determine two similar right triangles when a scale factor is given
make predictions from data tables and graphs to solve problems
plot data on a histogram
calculate the mean and median of a set of data</td></tr>
<tr><td>AND with Moderate task complexity -
Common problems presented in mathematical context using various mathematical terms and symbols</td><td>AND with High task complexity -
Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td></tr>
<tr><td>identify the linear representation of a provided real world situation
use an equation or a linear graphical representation to solve a word problem</td><td>identify the linear representation of a provided real world situation
use an equation or a linear graphical representation to solve a word problem
identify a histogram which represents a provided data set</td></tr>
</table>