

**Alternate Achievement Level Descriptors**  
**as Presented to**  
**State Board June 21st 2007**



**Last updated on October 1, 2007**

## **Standards, Cutscores, and Achievement Level Descriptors**

Oregon's Alternate achievement level descriptors describe what students know and can do based on their performance on the state's alternate assessments in the various content areas. These descriptors may be used by educators to target instruction and inform parents and students of the range of expectations for students with significant cognitive disabilities to be considered proficient at a particular grade level.

The Alternate Achievement Level Descriptors are based on a sampling of a larger set of content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement based on a particular subset of content aligned to the general content standards but reduced in depth, breadth, and complexity.

Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level.

Alternate Achievement Level Descriptors for each subject area were developed to parallel the Achievement Level Descriptors for the general education population while capturing an alternate set of expectations based on grade level content that has systematically been reduced in depth, breadth, and complexity. Category descriptions align to those used in the general education population: Exceeds, Meets, Nearly Meets and Does Not Yet Meet (Table 1). Expectations for this population reflect the state's commitment to holding all students to high standards of academic achievement.

The Alternate Achievement Level Descriptors do not represent academic expectations that are identical to the general Achievement Level Descriptors. While the state's general Achievement Level Descriptors refer and align to the grade level content standards directly, the Alternate Achievement Level Descriptors refer to the state's grade level content that is reduced in depth, breadth, and complexity via a process incorporated at the assessment development level.

Level expectations were developed by specialists at the department and were modeled on the format, language structure and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Chapter) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Exceeds, Meets, Nearly Meets, Does Not Yet Meet). During this level of the review, educators recommended substantial changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

Table 1: *Category Descriptions*

<b>Category</b>	<b>Description</b>
Exceeds	Student scores at this level indicate a strong understanding of reduced depth, breadth, and complexity items as well as consistent academic performance.
Meets	Student scores at this level indicate a frequent understanding of reduced depth, breadth, and complexity items and relatively consistent academic performance.
Nearly Meets	Student scores at this level indicate an inconsistent or fragmented understanding of reduced depth, breadth and complexity items and inconsistent academic performance.
Does Not Yet Meet	Student scores at this level indicate a minimal to no reliable understanding of the academic material

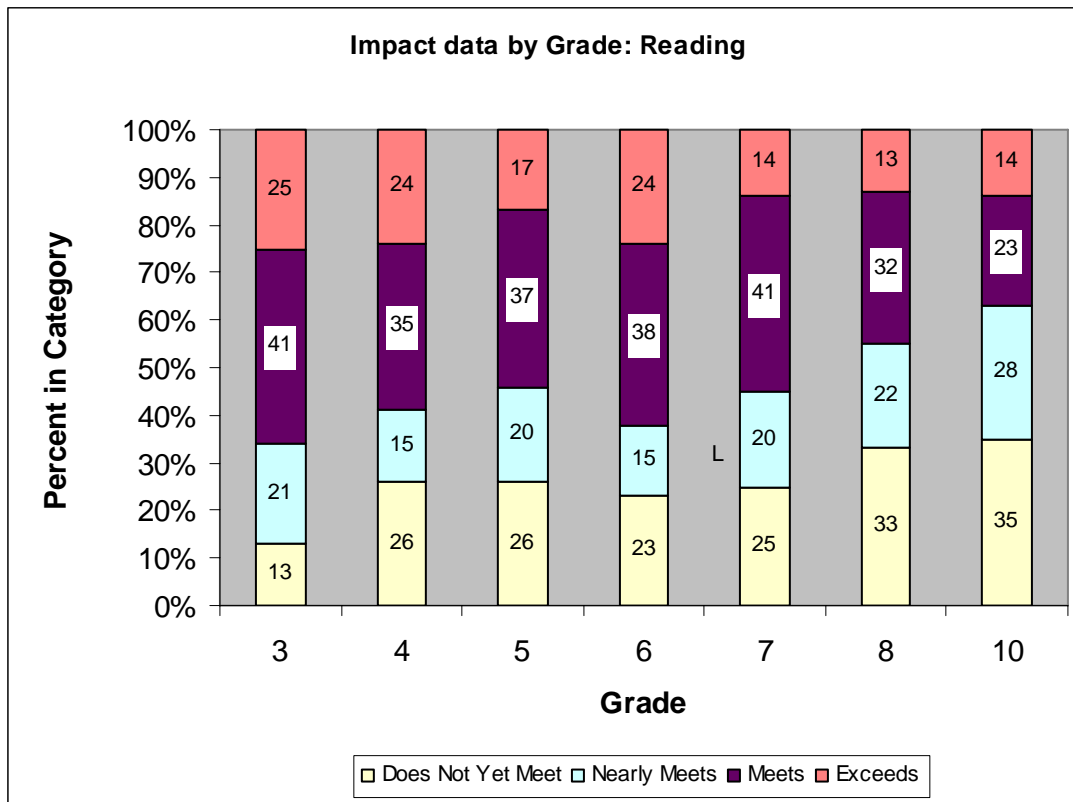
Recommendations from the  
Alternate Assessment Standard Setting Panel June 4<sup>th</sup> & 5<sup>th</sup>

Table 1: *Reading: Ranges of Scale Scores by Category*

<b>Grade</b>	<b>Does Not Yet Meet</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>3</b>	95 and below	96 – 103	104 – 112	113 and above
<b>4</b>	101 and below	102 – 107	108 – 116	117 and above
<b>5</b>	104 and below	105 – 110	111 – 121	122 and above
<b>6</b>	95 and below	96 – 102	103 – 111	112 and above
<b>7</b>	96 and below	97 – 104	105 – 115	116 and above
<b>8</b>	98 and below	99 – 106	107 – 116	117 and above
<b>10</b>	102 and below	103 - 111	112 - 119	120 and above

Table 2: *Extended Reading Impact by Grade 2006-2007*

Grade	Does Not Yet Meet	Nearly Meets	Meets	Exceeds	Meets or Exceeds
3	13%	21%	41%	25%	66%
4	26%	15%	35%	24%	59%
5	26%	20%	37%	17%	54%
6	23%	15%	38%	24%	62%
7	25%	20%	41%	14%	55%
8	33%	22%	32%	13%	45%
10	35%	28%	23%	14%	37%



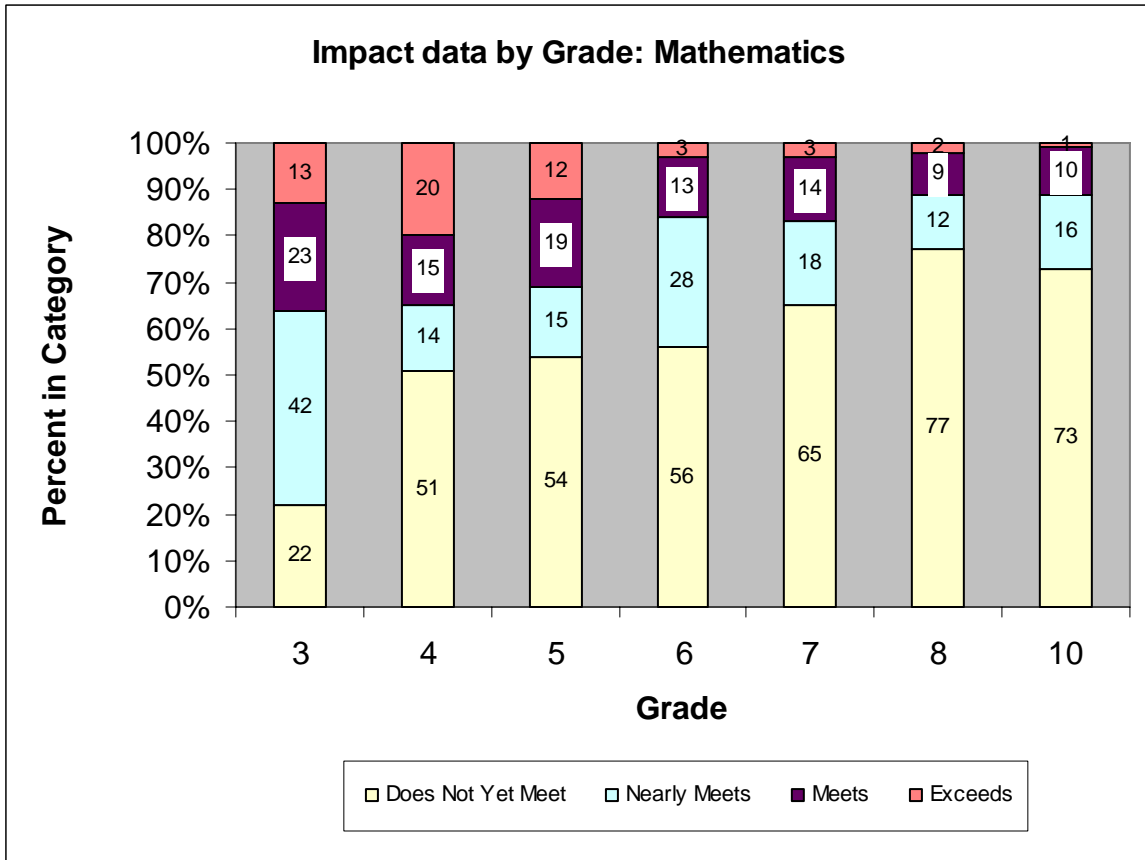
Recommendations from the  
Alternate Assessment Standard Setting Panel June 4<sup>th</sup> & 5<sup>th</sup>

Table 3: *Mathematics: Ranges of Scale Scores by Category*

<b>Grade</b>	<b>Does Not Yet Meet</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>3</b>	86 and below	87 – 96	97 – 102	103 and above
<b>4</b>	96 and below	97 – 99	100 – 102	103 and above
<b>5</b>	98 and below	99 – 102	103 – 107	108 and above
<b>6</b>	92 and below	93 – 99	100 – 108	109 and above
<b>7</b>	93 and below	94 – 100	101 – 111	112 and above
<b>8</b>	97 and below	98 – 103	104 – 115	116 and above
<b>10</b>	99 and below	100 – 107	108 - 118	119 and above

Table 4: *Extended Mathematics Impact by Grade 2006-2007*

Grade	Does Not Yet Meet	Nearly Meets	Meets	Exceeds	Meets or Exceeds
3	22%	42%	23%	13%	36%
4	51%	14%	15%	20%	35%
5	54%	15%	19%	12%	31%
6	56%	28%	13%	3%	16%
7	65%	18%	14%	3%	17%
8	77%	12%	9%	2%	11%
10	73%	16%	10%	1%	11%



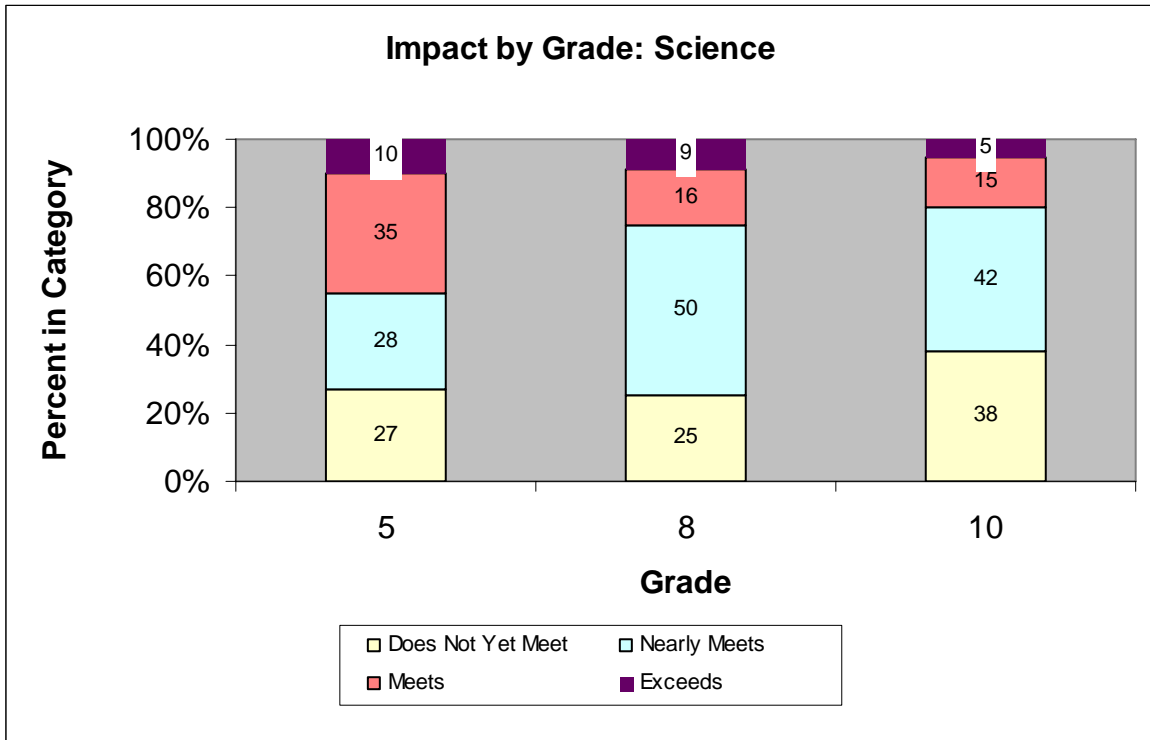
Recommendations from the  
Alternate Assessment Standard Setting Panel June 4<sup>th</sup> & 5<sup>th</sup>

Table 5: *Science: Ranges of Scale Scores by Category*

<b>Grade</b>	<b>Does Not Yet Meet</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>5</b>	99 and below	100 - 107	108 - 116	117 and above
<b>8</b>	94 and below	95 - 106	107 - 111	112 and above
<b>10</b>	98 and below	99 - 108	109 - 113	114 and above

Table 6: *Extended Science Impact by Grade 2006-2007*

Grade	Does Not Yet Meet	Nearly Meets	Meets	Exceeds	Meets or Exceeds
5	27%	28%	35%	10%	45%
8	25%	50%	16%	9%	25%
10	38%	42%	15%	5%	20%



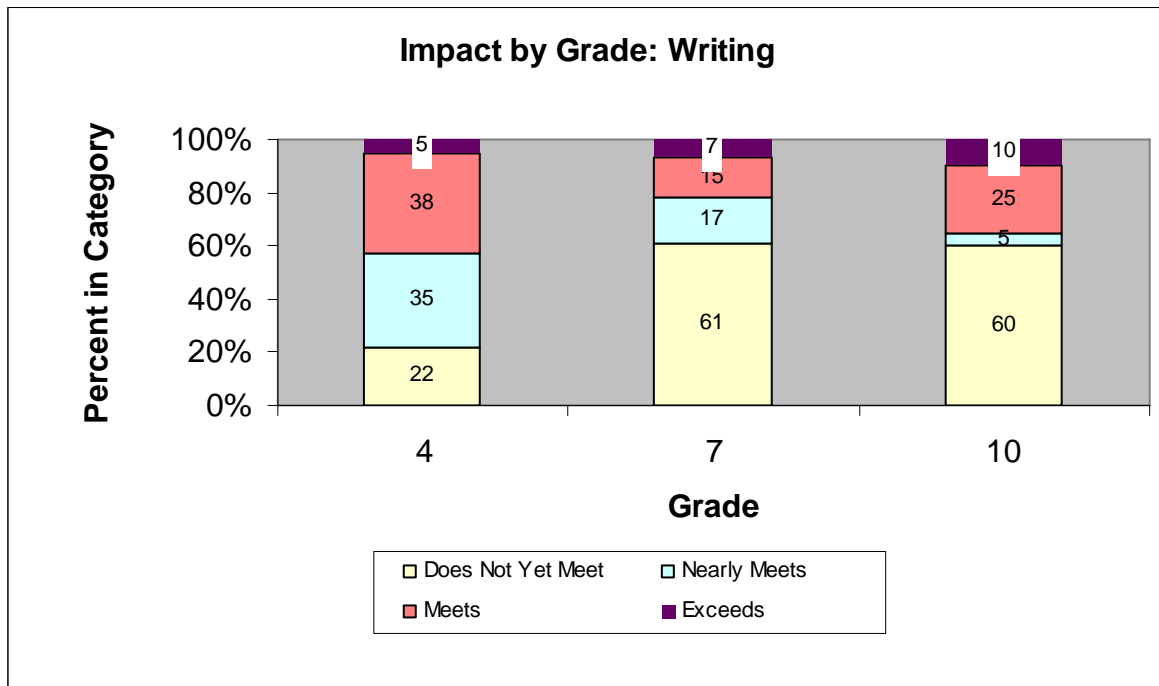
Recommendations from the  
Alternate Assessment Standard Setting Panel June 4<sup>th</sup> & 5<sup>th</sup>

Table 7: *Writing: Ranges of Scale Scores by Category*

<b>Grade</b>	<b>Does Not Yet Meet</b>	<b>Nearly Meets</b>	<b>Meets</b>	<b>Exceeds</b>
<b>4</b>	93 and below	94 – 103	104 – 117	118 and above
<b>7</b>	104 and below	105 – 109	110 – 118	119 and above
<b>10</b>	109 and below	110 - 111	112 - 123	124 and above

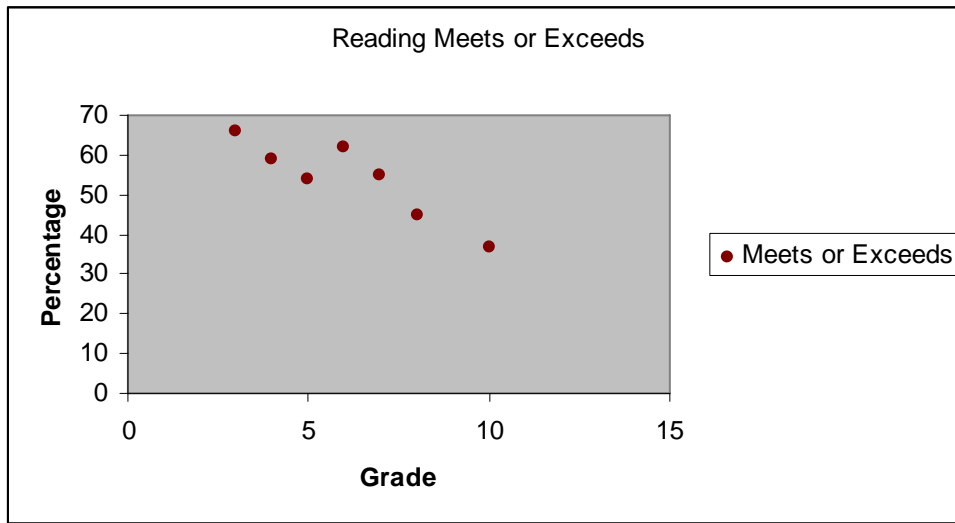
Table 8: *Extended Writing Impact by Grade*

Grade	Does Not Yet Meet	Nearly Meets	Meets	Exceeds	Meets or Exceeds
4	22	35	38	5	43
7	61	17	15	7	22
10	60	5	25	10	35

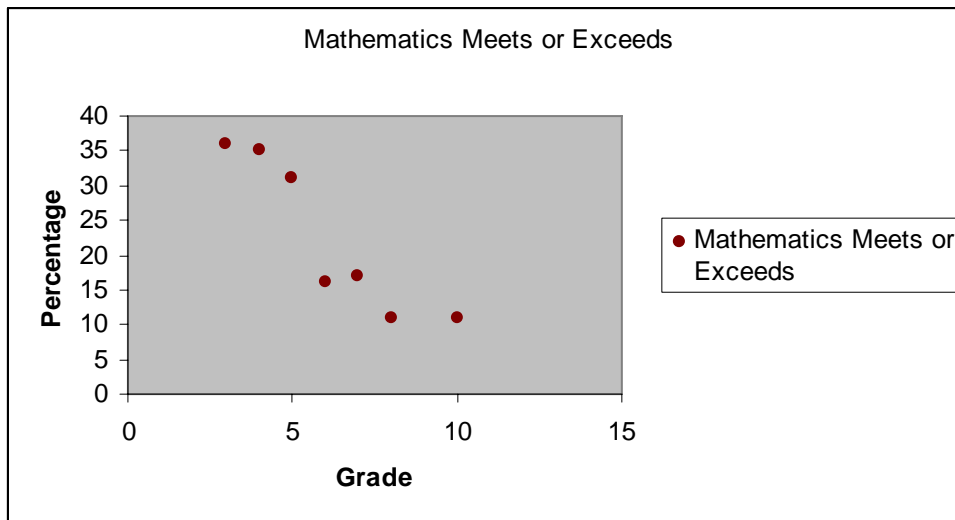


## Impact on Students Meeting and Exceeding By Grade

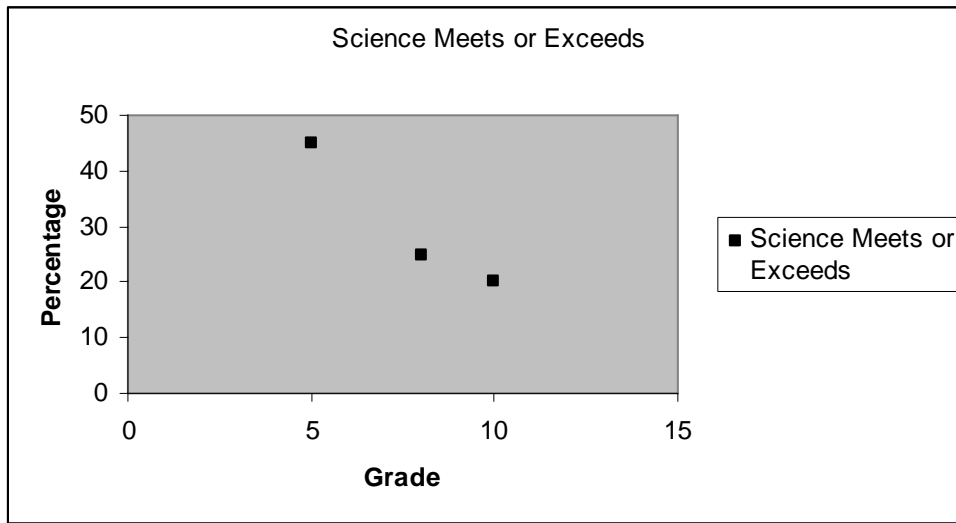
### Reading



### Mathematics



### Science



### Writing

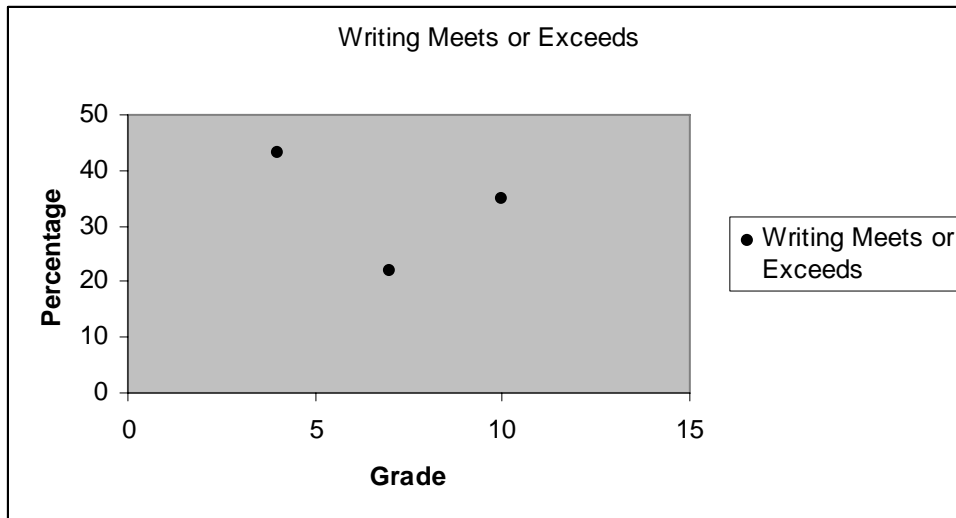


Table 2: *Alternate and General “Meets” Descriptors by Subject: Reading*

Grade	Reading Alternate	Reading General
<b>Third</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate an understanding of the interaction between a reader and text.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature. Students who score at this level demonstrate an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They recognize directly-stated problems and solutions and interpret text to determine themes and messages. They make accurate predictions based on textual evidence, and can identify directly-stated cause and effect relationships and opinions. They can draw conclusions about character traits and actions.</p>
<b>Fourth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate an understanding of the interaction between a reader and text.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature. These students have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characters, and make accurate predictions based on textual evidence.</p> <p>They can identify the author’s purpose and the presence of persuasion in informational text.</p>
<b>Fifth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate a consistent understanding of the interaction between a reader and text.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature.</p> <p>Students have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characterization, and make accurate predictions. They can identify the author’s purpose and the effect of elements and devices commonly used in literary text.</p>

Table 2 (continued): *Alternate and General “Meets” Descriptors by Subject: Reading*

Grade	Reading Alternate	Reading General
<b>Sixth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s sixth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, and are frequently able to extract accurate meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature.</p> <p>Students have an accurate comprehension of grade-level text and use context to make meaning of unfamiliar vocabulary. They interpret text to determine themes and messages, analyze characterization, and make accurate predictions. They can identify the author’s purpose and the effect of elements and devices commonly used in literary text.</p>
<b>Seventh</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s seventh grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text and are frequently able to extract meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature.</p> <p>Students have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can analyze information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify the effect of an author’s use of structural elements and common literary elements and devices.</p>
<b>Eighth</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s eighth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature.</p> <p>Students have an accurate comprehension of grade-level text, including unfamiliar vocabulary, and can synthesize information to form conclusions. They interpret text to determine themes and messages, make accurate predictions, and can identify an author’s reasons for structural decisions and the use of common literary elements and devices.</p>

Table 2 (continued): *Alternate and General “Meets” Descriptors by Subject: Reading*

Grade	Reading Alternate	Reading General
<b>Tenth</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s tenth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from reduced complexity text. Students who meet the standard are able to demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for Reading/Literature.</p> <p>Students have an accurate comprehension of grade-level text, including unfamiliar vocabulary. They interpret text to determine themes and messages; make accurate predictions; and can identify the author’s purpose, reasons for structural choices; and the effects of common literary elements and devices.</p>

Table 3: *Alternate and General “Meets” Descriptors by Subject: Mathematics*

Grade	Mathematics Alternate	Mathematics General
<b>Third</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate a frequently consistent comprehension of reduced complexity numeric concepts, an understanding that numbers represent quantitative values, and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the third-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students consistently solve routine problems involving whole numbers and simple fractions; compare geometric figures; and describe data. In general, these students can interpret or provide a visual representation to match a problem situation.</p>
<b>Fourth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade-level content standards for Mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate), an understanding that numbers represent quantitative values and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the fourth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students consistently solve routine problems involving whole numbers, decimals and simple fractions; describe perimeter and area; compare geometric figures; translate a situation using numbers and symbols; and describe data. Generally, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.</p>
<b>Fifth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate), an understanding that numbers represent quantitative values, and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the fifth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students consistently solve routine problems involving whole numbers, decimals and percents; use formulas to find perimeter and area; compare geometric figures; and represent and interpret data. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.</p>

Table 3 (continued): *Alternate and General “Meets” Descriptors by Subject: Mathematics*

Grade	Mathematics Alternate	Mathematics General
<b>Sixth</b>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade level content standards for Mathematics. Students demonstrate a consistent comprehension of number concepts. The student demonstrates both (1) an understanding that numbers represent quantitative values and (2) reliable use of mathematical operations to manipulate quantities. Students who meet the sixth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students <b>consistently</b> solve routine problems involving whole numbers, decimals and simple fractions; describe perimeter and area; compare geometric figures; write an equation to describe a situation; and describe data. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.</p>
<b>Seventh</b>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the seventh grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students consistently solve routine problems applying mathematical properties of rational numbers; interpret algebraic equations; and interpret data using frequency distribution tables, box and-whisker plots, stem-and-leaf plots, and line graphs. In general, these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.</p>
<b>Eighth</b>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the eighth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students at this level consistently apply mathematical concepts, terms and properties to problem situations. Students readily solve problems involving rational numbers, proportions and percents, similar figures, algebraic representations, and interpreting probability and data. In general these students can interpret or provide a visual or symbolic representation to match a problem situation and purpose.</p>

Table 3 (continued): *Alternate and General “Meets” Descriptors by Subject: Mathematics*

Grade	Mathematics Alternate	Mathematics General
<b>Tenth</b>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the tenth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the grade level knowledge and skills outlined in the state content standards for mathematics. Students consistently solve problems with various strategies. These students can reason mathematically, and generally have a firm understanding of algebraic and geometric concepts.</p>

Table 4: *Alternate and General “Meets” Descriptors by Subject: Science*

Grade	Science Alternate	Science General
<b>Fifth</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s Benchmark 2 content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the Benchmark 2 Science standard demonstrate an initial/basic understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Student scores at this level indicate a solid academic performance based on the benchmark level knowledge and skills outlined in the state content standards for Science. These students can explain and describe most fundamental properties of matter, force and energy and the basic structures, functions and interactions of living organisms in the environment. They can describe most of Earth’s properties and can explain Earth’s relationship in space.</p>
<b>Eighth</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s Benchmark 3 content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the Benchmark 3 Science standard demonstrate an applied understanding of properties of matter, force, energy, motion as well as the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Student scores at this level indicate a solid academic performance based on the benchmark level knowledge and skills outlined in the state content standards for Science. These students can explain and describe properties of matter, force and energy and the structures, functions and interactions of living organisms in the environment. They can describe Earth’s properties and how some of these properties change over time. Students can explain Earth’s motion and its relationship in space.</p>
<b>Tenth</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s CIM level content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the CIM level Science standards demonstrate a general understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Student scores at this level indicate a <b>solid</b> academic performance based on the benchmark level knowledge and skills outlined in the state content standards for Science. These students can mostly explain, describe and analyze the properties of matter, force and energy and the complex structures, functions and interactions of living organisms in the environment. They can describe and analyze Earth’s properties and can accurately explain Earth’s relationship in space and interaction with other objects in space.</p>

## Alternate Achievement Level Descriptors (2006 - 2007)

The Alternate Achievement Level Descriptors reflect expectations for students with the most significant cognitive disabilities as reflected by performance on academic assessments that are reduced in depth, breadth, and complexity (\*Oregon's Extended Assessments).

*\*Oregon's Extended Assessments are created by linking assessment items to the state's grade level content standards while reducing the assessed content in depth, breadth, and complexity. Reduced depth, breadth, and complexity items reflect simplified grammatical structures, simplified vocabulary, shortened length (reduced wordiness), increased inclusion of and reference to prerequisite skills, and increased scaffolding and support.*

Summary of “Meets” Achievement Level Descriptors

Grade	Reading	Mathematics	Science	Writing
<b>Third</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate an understanding of the interaction between a reader and text.</p>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate a frequently consistent comprehension of reduced complexity numeric concepts, an understanding that numbers represent quantitative values, and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the third-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	NA	NA
<b>Fourth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate an understanding of the interaction between a reader and text.</p>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade-level content standards for Mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate), an understanding that numbers represent quantitative values and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the fourth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	NA	<p>Student scores at this level indicate an identifiable grasp of the academic concepts linked to the state’s grade level content standards for Writing. Students demonstrate a relatively consistent ability to communicate through writing on selected tasks. Students who meet the standard demonstrate a basic understanding of the conventions, structures, and expectations associated with the act of creating the written text, and the process involved in creating a body of written work. Students demonstrate a basic understanding that text can be used to communicate as well as a working understanding of the interaction between a writer and his or her audience.</p>

Summary of “Meets” Achievement Level Descriptors (continued)

Grade	Reading	Mathematics	Science	Writing
<b>Fifth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate a consistent understanding of the interaction between a reader and text.</p>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate), an understanding that numbers represent quantitative values, and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the fifth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s Benchmark 2 content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the Benchmark 2 Science standard demonstrate an initial/basic understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	NA
<b>Sixth</b>	<p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s sixth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, and are frequently able to extract accurate meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade level content standards for Mathematics. Students demonstrate a consistent comprehension of number concepts. The student demonstrates both (1) an understanding that numbers represent quantitative values and (2) reliable use of mathematical operations to manipulate quantities. Students who meet the sixth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	NA	NA

Summary of “Meets” Achievement Level Descriptors (continued)

Grade	Reading	Mathematics	Science	Writing
<b>Seventh</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s seventh grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text and are frequently able to extract meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the seventh grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	NA	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s grade level content for writing. Students demonstrate a relatively consistent ability to communicate in writing. Students who meet the standard demonstrate a basic understanding of simplified conventions, structure, and expectations associated with the act of writing. Students demonstrate a basic understanding of the interaction between a writer and his or her audience.</p>
<b>Eighth</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s eighth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the eighth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s Benchmark 3 content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the Benchmark 3 Science standard demonstrate an applied understanding of properties of matter, force, energy, motion as well as the basic structures, functions and interactions of living organisms in the environment.</p>	NA

Summary of “Meets” Achievement Level Descriptors (continued)

Grade	Reading	Mathematics	Science	Writing
<b>Tenth</b>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s tenth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from reduced complexity text. Students who meet the standard are able to demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state’s grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the tenth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Student scores at this level indicate an identifiable grasp of the academic concepts linked to the state’s CIM level content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the CIM level Science standards demonstrate a general understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state’s grade level content for writing. Students demonstrate a relatively consistent ability to communicate in writing. Students who meet the standard demonstrate a basic understanding of simplified conventions, structure, and expectations associated with the act of writing. Students demonstrate a basic understanding of the interaction between a writer and his or her audience.</p>

## Reading

### Third Grade Reading

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong, consistent understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a consistent comprehension of reduced complexity text, a consistent understanding that meaning can be extracted from text, and demonstrate a consistent and reliable method of extracting meaning from text. Students demonstrate a working understanding of the interaction between a reader and text.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently:</p> <ul style="list-style-type: none"><li>• Demonstrate skills in decoding and recognizing words</li><li>• Read words in a reduced complexity connected text</li><li>• Demonstrate understanding of dictionary use via identification of appropriately formatted text</li><li>• Provide or identify the meaning of everyday words with the help of contextual clues</li><li>• Use contextual clues to understand information in simplified text that is read to them</li><li>• Interpret directions and procedures from informational text, recognize in a general manner its structural features, and extract some main ideas and details</li><li>• Use contextual information provided in simple text to relatively predictably recognize cause and effect in a general or global manner</li><li>• Demonstrate a general understanding of literary text through listening comprehension</li><li>• Use information found in simplified text to interpret diagrams, charts, and graphs to answer basic questions.</li></ul>

Third Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate an understanding of the interaction between a reader and text.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Demonstrate relatively consistent skill in decoding and recognizing words</li> <li>• Read some words in a reduced complexity connected text as measured by the assessment</li> <li>• Demonstrate limited dictionary use via identification of formatted text</li> <li>• Identify the meaning of the most familiar everyday words with support from contextual clues</li> <li>• Demonstrate some limited use of contextual clues to generally comprehend informational and literary text that is read to them</li> <li>• Interpret directions and procedures from informational text, and can sometimes extract a main idea</li> <li>• Use explicit information provided in text to determine cause and effect</li> <li>• Demonstrate some understanding of literary text through listening comprehension</li> <li>• Demonstrate some limited use of information found in simplified text to interpret diagrams, charts, and graphs to answer basic questions</li> </ul>

Third Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate limited or unpredictable comprehension.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a third grade achievement level. These students may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate skills decoding and recognizing words</li> <li>• Read basic words in reduced complexity connected text</li> <li>• Identify meaning of everyday words with support from contextual clues. These students may identify familiar or repeated words</li> <li>• Interpret simple directions and procedures from informational text</li> <li>• Demonstrate limited understanding of literary text through listening comprehension</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable understanding of the academic concepts as presented by the assessment (and as linked to the state’s grade level content standards for Reading). The student demonstrates an extremely limited comprehension of reduced complexity text. These students unreliably interact with text and are unable to demonstrate the knowledge they have derived from the presented text.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Fourth Grade Reading

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a consistent understanding of the academic concepts linked to the state's grade level content standards for Reading. Students demonstrate a consistent comprehension of reduced complexity text. Students consistently demonstrate an understanding that meaning is contained in text, and demonstrate a consistent and reliable method of extracting meaning from text. Students demonstrate a working understanding of the interaction between a reader and text.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"><li>• Demonstrate skills in decoding and recognizing words</li><li>• Read a variety of words in a connected text</li><li>• Demonstrate understanding of dictionary use via identification of formatted text</li><li>• Provide or identify meaning of grade-level everyday words either with or without contextual clues</li><li>• Use context and inference to comprehend informational and literary text that is read to them</li><li>• Interpret directions and procedures from informational text, recognize structural features, and extract main ideas and details</li><li>• Use context and inference from informational text to determine cause and effect</li><li>• Demonstrate understanding of simple literary text through listening comprehension</li><li>• Demonstrate an ability to use information found in simplified text to interpret diagrams, charts, and graphs to answer basic questions</li></ul>

Fourth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate an understanding of the interaction between a reader and text.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Demonstrate relatively consistent skills in decoding and recognizing words</li> <li>• Read some critical words in a connected text</li> <li>• Demonstrate some limited understanding of dictionary use via identification of formatted text</li> <li>• Provide or identify meaning of some everyday words with support from contextual clues</li> <li>• Use contextual clues to comprehend informational and simple literary text that is read to them</li> <li>• Demonstrate some limited skills in Interpreting some directions and procedures from informational text, or are able to generally recognize the structural features of text</li> <li>• Demonstrate some limited use of context and inference from informational text to determine cause and effect</li> <li>• Demonstrate some understanding of literary text through listening comprehension</li> <li>• Demonstrate some limited ability to use information found in simplified text to interpret diagrams, charts, and graphs to answer basic questions</li> </ul>

Fourth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate limited or unpredictable, (not repeatable) comprehension of reduced complexity text.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a fourth grade achievement level. These students may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate some skills in decoding and recognizing words</li> <li>• Read basic words in a connected text</li> <li>• Identify meaning of any everyday words with support from contextual clues</li> <li>• Demonstrate some limited use of contextual clues to comprehend informational and literary text</li> <li>• Interpret simple directions from informational text, or recognize the structural features of text</li> <li>• Demonstrate some limited understanding of literary text through listening comprehension</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable understanding of the academic concepts as presented by the assessment (and as linked to the state’s grade level content standards for Reading). The student demonstrates extremely limited comprehension of reduced complexity text. These students unreliably interact with text and are unable to demonstrate the knowledge they have derived from the text.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Fifth Grade Reading

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a consistent understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a consistent comprehension of reduced complexity text. Students consistently demonstrate their understanding that meaning is contained in text, and utilize a consistent and reliable method of extracting meaning from text. Students demonstrate consistent understanding of the interaction between a reader and text.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate strong skills in decoding and recognizing words</li> <li>• Read a clear majority of words in a connected text as measured by the assessment</li> <li>• Demonstrate meaningful understanding of dictionary use via identification of formatted text</li> <li>• Provide or identify meaning of a clear majority of everyday words either with or without contextual clues</li> <li>• Use context and inference to comprehend informational and literary text that is read to them</li> <li>• Interpret directions and procedures from informational text, recognize structural features, and are able to extract main ideas and details</li> <li>• Use context and inference from informational text to determine cause and effect</li> <li>• Demonstrate both a general and a specific understanding of literary text through listening comprehension</li> <li>• Demonstrate an ability to use information found in simplified text to interpret diagrams, charts, and graphs to answer basic questions</li> </ul>

Fifth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students demonstrate a consistent understanding of the interaction between a reader and text.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Demonstrate skills in decoding and recognizing words</li> <li>• Read the words in a connected text</li> <li>• Demonstrate a working understanding of dictionary use via identification of formatted text</li> <li>• Provide or identify meaning of some everyday words with support from contextual clues or inference</li> <li>• Use contextual clues to comprehend informational and literary text that is read to them</li> <li>• Interpret some directions and procedures from informational text, or recognize the structural features of text with some specific references</li> <li>• Use context and inference from informational text to determine cause and effect</li> <li>• Demonstrate some general understanding of literary text through listening comprehension</li> <li>• Demonstrate an ability to use information found in simplified text to interpret diagrams, charts, and graphs to answer basic questions</li> </ul>

Fifth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable grasp of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate limited or unpredictable (not repeatable) comprehension of reduced complexity text.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a fifth grade achievement level. These students may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate some skills in decoding and recognizing words</li> <li>• Read some words from a connected text</li> <li>• Demonstrate limited understanding of dictionary use via identification of formatted text</li> <li>• Identify meaning of everyday words with support from contextual clues</li> <li>• Use contextual clues to comprehend informational and literary text</li> <li>• Use context from informational text to determine cause and effect</li> <li>• Demonstrate general understanding of literary text through listening comprehension</li> <li>• Demonstrate a limited ability to use information found in simplified text to interpret diagrams, charts, and graphs to answer basic questions</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable understanding of the academic concepts as presented by the assessment (and as linked to the state’s grade level content standards for Reading). The student demonstrates extremely limited comprehension of reduced complexity text. These students unreliably interact with text and are unable to demonstrate the knowledge they have derived from the text.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Sixth Grade Reading

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a consistent understanding of the academic concepts linked to the state's sixth grade level content standards for Reading. Students demonstrate a consistent comprehension of both explicit and implicit information presented in reduced complexity text and a consistent and reliable method of extracting meaning from text. Students demonstrate a working understanding of the interaction between a reader and text.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using written text</li> <li>• Explain and predict information using written text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect from written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>

## Sixth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an understanding of the academic concepts linked to the state's sixth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, and are frequently able to extract accurate meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Students who <b>Meet</b> the alternate standard frequently, (but inconsistently):</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using written text</li> <li>• Explain and predict information using written text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>

Sixth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate a limited and unpredictable understanding of the academic concepts linked to the state’s sixth grade level content standards for Reading. Students demonstrate limited or unpredictable (i.e. not repeatable) comprehension of reduced complexity text. These students have not demonstrated an understanding that meaning can be extracted from text extract meaning from text in a manner that does not appear to be greater than chance.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a sixth grade achievement level. These students may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using written text</li> <li>• Explain and predict information using written text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable understanding of the academic concepts linked to the state’s sixth grade level content standards for Reading. The student demonstrates no (or extremely limited) comprehension of reduced complexity text. These students unreliably interact with text and are unable to demonstrate the knowledge they have derived from text.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

Seventh Grade Reading

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong consistent understanding of the academic concepts linked to the state’s grade level content standards for Reading. Students demonstrate a consistent comprehension of both overt and implicit information presented in reduced complexity text. Students consistently demonstrate skills associated with determining meaning from text. Students demonstrate an applied understanding of the interaction between a reader and text.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using written text</li> <li>• Explain and predict information using written text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in text to identify basic themes presented in written text</li> </ul>

Seventh Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's seventh grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text and are frequently able to extract meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from presented text with the help of contextual clues</li> <li>• Explain and summarize information using presented text</li> <li>• Explain and predict information using presented text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>

Seventh Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state’s seventh grade level content standards for Reading. Students demonstrate limited or unpredictable (i.e. not repeatable) comprehension of reduced complexity text. These students are infrequently able to extract meaning from text.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a seventh grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Interprets meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using written text</li> <li>• Explain and predict information using written text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in text to identify basic themes presented in written text</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable understanding of the academic concepts as presented by the assessment and as linked to the state’s seventh grade level content standards for Reading. The student demonstrates no (or extremely limited) comprehension of reduced complexity text. These students unreliably interact with text and are unable to demonstrate the knowledge they have derived from text.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Eighth Grade Reading

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding of the academic concepts linked to the state's eighth grade level content standards for Reading. Students demonstrate a consistent comprehension of reduced complexity text. Students consistently demonstrate skills associated with determining meaning from text. Students demonstrate an applied understanding of the interaction between a reader and text.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Interprets meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using written text</li> <li>• Explain and predict information using presented text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>

Eighth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's eighth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from text. Students who meet the standard demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using presented text</li> <li>• Explain and predict information using presented text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>

Eighth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state’s eighth grade level content standards for Reading. Students demonstrate limited or unpredictable (i.e. not repeatable) comprehension of reduced complexity text. These students have not demonstrated an understanding that meaning can be extracted from text, and extract meaning from text in a manner that does not appear to be greater than chance.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a eighth grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using presented text</li> <li>• Explain and predict information using presented text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable understanding of the academic concepts as presented by the assessment (and as linked to the state’s eighth grade level content standards for Reading). The student demonstrates no (or extremely limited) comprehension of reduced complexity text. These students unreliably interact with reduced complexity text and are unable to demonstrate the knowledge they have derived from text.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

Tenth Grade Reading

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong understanding of the academic concepts linked to the state's tenth grade level content standards for Reading. Students demonstrate a consistent comprehension of reduced complexity text. Students consistently demonstrate skills associated with determining meaning from text. Students demonstrate an applied understanding of the interaction between a reader and text.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using presented text</li> <li>• Explain and predict information using presented text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>

Tenth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's tenth grade level content standards for Reading. Students demonstrate a relatively consistent comprehension of reduced complexity text, an understanding that meaning can be extracted from text, and are frequently able to extract meaning from reduced complexity text. Students who meet the standard are able to demonstrate an understanding of the interaction between a reader and text by completing tasks on demand.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from presented text with the help of contextual clues</li> <li>• Explain and summarize information using presented text</li> <li>• Explain and predict information using presented text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>

Tenth Grade Reading (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state’s tenth grade level content standards for Reading. Students demonstrate limited or unpredictable (i.e. not repeatable) comprehension of reduced complexity text. These students have not demonstrated an understanding that meaning can be extracted from text and extract meaning from text in a manner that does not appear to be greater than chance.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a tenth grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Interpret meaning from the context and structure in written text</li> <li>• Obtain meaning from text in order to perform a task as measured by the assessment</li> <li>• Demonstrate understanding of the use of tables and charts</li> <li>• Make inferences from written text with the help of contextual clues</li> <li>• Explain and summarize information using written text</li> <li>• Explain and predict information using presented text</li> <li>• Compare and contrast similar pieces of text relatively predictably in a general or global manner</li> <li>• Can show basic understanding of character and effect presented in written text</li> <li>• Demonstrate a general/basic understanding of the facts and opinions presented in written text</li> <li>• Use information found in simplified text to identify basic themes presented in written text</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable understanding of the academic concepts as presented by the assessment (and as linked to the state’s tenth grade level content standards for Reading). The student demonstrates no (or extremely limited) comprehension of reduced complexity text. These students unreliably interact with reduced text and are unable to demonstrate the knowledge they have derived from text.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Mathematics

### Third Grade Mathematics

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate consistent comprehension of reduced complexity numeric concepts, a consistent understanding that numbers represent quantitative values, and demonstrate a consistent and reliable method of manipulating quantities to obtain a desired outcome. Students who exceed the third-grade mathematics standard demonstrate a thorough understanding of the interaction between number and value.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently:</p> <ul style="list-style-type: none"><li>• Demonstrate a knowledge of numbers as quantitative entities with assigned values based on place</li><li>• Demonstrate simple calculations</li><li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li><li>• Demonstrate an understanding of the properties of shapes</li><li>• Demonstrate an understanding of measurement units, rules, and tools</li><li>• Interpret basic graphs and data representations, including mode</li><li>• Demonstrate skills surrounding the appropriate application of money</li><li>• Demonstrate an understanding of fractions, their use, and their meaning</li><li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical applications</li><li>• Demonstrate a basic understanding of the algebraic concepts</li></ul>

### Third Grade Mathematics (continued)

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Meets</b></p> <p>Student scores at this level indicate an understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate a frequently consistent comprehension of reduced complexity numeric concepts, an understanding that numbers represent quantitative values, and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the third-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Students who <b>Meet</b> the alternate standard frequently, :</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned values based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical applications</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>

Third Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate an inconsistent comprehension of reduced-complexity numeric concepts. These students have not demonstrated a consistent understanding that numbers represent quantitative values, and are infrequently able to manipulate quantities to obtain a desired outcome.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a third-grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned values based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical application</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have an understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate a lack of comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate). These students inaccurately interact with numeric values and are unable to meaningfully manipulate values.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Fourth Grade Mathematics

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate a frequently consistent comprehension of reduced complexity numeric concepts. Students consistently demonstrate an understanding that numbers represent quantitative values and demonstrate a consistent method of manipulating quantities in a variety of formats to obtain desired outcomes. Students who exceed the fourth-grade mathematics standard demonstrate a working understanding of the interaction between number and value.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned values based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical application</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>

Fourth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an understanding of the academic concepts linked to the state's grade-level content standards for Mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate), an understanding that numbers represent quantitative values and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the fourth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned values based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical application</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>

Fourth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate inconsistent or random (not repeatable) comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate). These students have not yet demonstrated a consistent understanding that numbers represent quantitative values and are infrequently able to manipulate quantities to obtain a desired outcome.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a fourth-grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned values based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical application</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have an understanding of the academic concepts linked to the state's grade-level content standards for mathematics. The student demonstrates no (or limited) comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate). These students inaccurately interact with numeric values and are unable to meaningfully manipulate values.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Fifth Grade Mathematics

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate). Students consistently demonstrate an understanding that numbers represent quantitative values and demonstrate a consistent method of manipulating quantities in a variety of formats to obtain desired outcomes. Students who exceed the fifth-grade mathematics standard demonstrate a thorough understanding of the interaction between number and value.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned values based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical application</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>

Fifth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate a consistent comprehension of reduced complexity numeric concepts (i.e. numeric concepts that have been simplified, with reduced text and language where appropriate), an understanding that numbers represent quantitative values, and are frequently able to demonstrate a consistent method of manipulating quantities to obtain a desired outcome. Students who meet the fifth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned value based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical application</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>

Fifth Grade Mathematics

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent understanding of the academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate inconsistent or random (not repeatable) comprehension of reduced complexity numeric concepts. These students have not yet demonstrated a consistent understanding that numbers represent quantitative values and are infrequently able to manipulate quantities to obtain a desired outcome.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a fifth-grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of numbers as quantitative entities with assigned value based on place</li> <li>• Demonstrate simple calculations</li> <li>• Are familiar with the concepts of time and temperature as numerical information that holds information that has a particular value that is unique from its integral value</li> <li>• Demonstrate an understanding of the properties of shapes</li> <li>• Demonstrate an understanding of measurement units, rules, and tools</li> <li>• Interpret basic graphs and data representations, including mode</li> <li>• Demonstrate skills surrounding the appropriate application of money</li> <li>• Demonstrate an understanding of fractions, their use, and their meaning</li> <li>• Demonstrate a basic understanding of the use of probabilities and predictions in practical application</li> <li>• Demonstrate a basic understanding of the algebraic concepts</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have an understanding of the academic concepts linked to the state's grade-level content standards for Mathematics. The student demonstrates no (or limited) comprehension of reduced complexity numeric concepts. These students inaccurately interact with numeric values and are unable to meaningfully manipulate values.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Sixth Grade Mathematics

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding and consistent application of the academic concepts linked to the state's grade-level content standards for mathematics when given problems of reduced complexity. The student demonstrates both (1) a consistent understanding that numbers represent quantitative values and (2) a consistent and reliable use of mathematical operations to obtain desired outcomes. Students who exceed the sixth-grade mathematics standard are able to demonstrate an applied understanding of the interaction between number and value.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers, general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformation and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Sixth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state's grade level content standards for Mathematics. Students demonstrate a consistent comprehension of number concepts. The student demonstrates both (1) an understanding that numbers represent quantitative values and (2) reliable use of mathematical operations to manipulate quantities. Students who meet the sixth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Students who <b>Meet</b> the alternate standard frequently, (but inconsistently):</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables, the manipulation of equations, and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformation and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Sixth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or fragmented grasp of academic concepts linked to the state’s grade-level content standards for mathematics. These students’ scores demonstrate progress toward, but not mastery of concepts including (1) understanding that numbers represent quantitative values and (2) the use of mathematical operations to obtain a desired outcome.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a sixth-grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned value based on place</li> <li>• Demonstrate computations and calculations using prime numbers, general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables, the manipulation of equations, and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformation and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable grasp of the state’s grade-level content standards for mathematics. These students demonstrate a noticeable lack of comprehension of numeric concepts and an extremely limited ability to manipulate and or interact with numeric values.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Seventh Grade Mathematics

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding and consistent application of the academic concepts linked to the state's grade-level content standards for mathematics when given problems of reduced complexity. The student demonstrates (1) a consistent understanding that numbers represent quantitative values, (2) an understanding that mathematics can be used to solve problems, and (3) a consistent and reliable use of mathematical operations to obtain desired outcomes. Students who exceed the seventh-grade mathematics standard are able to demonstrate an applied understanding of the interaction between number and value.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use, and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformation and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Seventh Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the seventh grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Students who <b>Meet</b> the alternate standard frequently, ):</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformation and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Seventh Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or fragmented grasp of academic concepts linked to the state's grade-level content standards for mathematics. These students' scores demonstrate progress toward, though not mastery of concepts including (1) understanding that numbers represent quantitative values and (2) the use of mathematical operations to obtain a desired outcome.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a seventh grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers, general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformation and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable grasp of the state's grade-level content standards for mathematics. These students demonstrate a noticeable lack of comprehension of numeric concepts and an extremely limited ability to manipulate and or interact with numeric values.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Eighth Grade Mathematics

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding and consistent application of the academic concepts linked to the state's grade-level content standards for mathematics when given problems of reduced complexity. The student demonstrates (1) a consistent understanding that numbers represent quantitative values, (2) an understanding that mathematics can be used to solve problems, and (3) a consistent and reliable use of mathematical operations to obtain desired outcomes. Students who exceed the eighth-grade mathematics standard are able to consistently demonstrate an applied understanding of the interaction between number and value.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformations and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Eighth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the eighth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Students who <b>Meet</b> the alternate standard frequently, (but inconsistently):</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformations and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Eighth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or fragmented grasp of academic concepts linked to the state’s grade-level content standards for mathematics. These students’ scores demonstrate progress toward, though not mastery of basic concepts associated with (1) understanding that numbers represent quantitative values and (2) the use of mathematical operations to obtain a desired outcome.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a eighth grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformations and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable grasp of the state’s grade-level content standards for mathematics. These students demonstrate a noticeable lack of comprehension of numeric concepts and an extremely limited ability to manipulate and or interact with numeric values.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

Tenth Grade Mathematics

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a thorough understanding and consistent application of the academic concepts linked to the state's grade-level content standards for mathematics when given problems of reduced complexity. The student demonstrates (1) a consistent understanding that numbers represent quantitative values, (2) an understanding that mathematics can be used to solve problems, and (3) a consistent and reliable use of mathematical operations to obtain a desired outcome. Students who exceed the tenth-grade mathematics standard are able to consistently demonstrate an applied understanding of the interaction between number and value, including problem solving.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformations and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Tenth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an ability to understand and apply academic concepts linked to the state's grade-level content standards for mathematics. Students demonstrate (1) an understanding that numbers represent quantitative values, (2) knowledge that mathematics can be used to answer questions beyond basic calculation, and (3) a reliable use of mathematical operations to manipulate quantities. Students who meet the tenth-grade mathematics standard demonstrate an understanding of the relationship between number and value.</p>	<p>Students who <b>Meet</b> the alternate standard frequently, (but inconsistently):</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers and general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformation and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>

Tenth Grade Mathematics (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or fragmented grasp of academic concepts linked to the state’s grade-level content standards for mathematics. These students’ scores demonstrate progress toward, though not mastery of basic concepts associated with (1) understanding that numbers represent quantitative values and (2) the use of mathematical operations to obtain a desired outcome, including through problem-solving.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a tenth-grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of whole numbers and fractions as quantitative entities with assigned values based on place</li> <li>• Demonstrate computations and calculations using prime numbers, general problem solving strategies</li> <li>• Are familiar with the concepts of fractions</li> <li>• Demonstrate a general understanding of statistical measures and probabilities</li> <li>• Demonstrate an understanding of probability and the patterns associated with algebraic concepts</li> <li>• Demonstrate an understanding of algebra with respect to the use of variables the manipulation of equations and the recognition of relationships</li> <li>• Demonstrate skills surrounding the use of algebra with respect to graphing</li> <li>• Demonstrate an understanding of measurement, its use and meaning</li> <li>• Demonstrate a basic understanding of geometric properties including transformations and symmetry</li> <li>• Demonstrate a basic understanding of the geometric properties associated with graphing and modeling</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliable grasp of the state’s grade-level content standards for mathematics. These students demonstrate a noticeable lack of comprehension of numeric concepts and an extremely limited ability to manipulate and or interact with numeric values.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Science

### Science Benchmark 2 (Fifth Grade)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong understanding of the academic concepts linked to the state's Benchmark 2 content standards for Science. Students demonstrate a consistent recognition of the basic relationships evident in the natural world. Students consistently demonstrate an understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"><li>• Recognize the unique properties and structure of matter (for example: solids, liquids, or gas)</li><li>• Recognize and predict the component stages of physical change in everyday objects and matter</li><li>• Recognize the properties associated with force and motion (including gravity)</li><li>• Recognize the interaction between energy and matter such as the transmission of electricity and sound</li><li>• Recognize the characteristics of various organisms and the associated needs and behaviors associated with organisms</li><li>• Recognize and classify living organisms according to characteristics; recognize sequence associated with the life cycle of various organisms</li><li>• Recognize the relatedness of organisms in the environment and the impact of one organism on another</li><li>• Recognize the structures and physical developments in organisms that relate to survival and function</li><li>• Recognize the potential uses and functions of Earth's materials</li><li>• Recognize the characteristics and sequence of various seasons and associated weather</li><li>• Understand the basic characteristics of planets and features of the solar system</li></ul>

Science Benchmark 2 (Fifth Grade)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's Benchmark 2 content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the Benchmark 2 Science standard demonstrate an initial/basic understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Students who <b>Meet</b> the alternate standard frequently,</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter (for example: solids, liquids, or gas) Recognize and predict the component stages of physical change in everyday objects and matter</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the interaction between energy and matter such as the transmission of electricity, and sound</li> <li>• Recognize the characteristics of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize and classify living organisms according to characteristics; recognize sequence associated with the life cycle of various organisms</li> <li>• Recognize the relatedness of organisms in the environment and the impact of one organism on another</li> <li>• Recognize the structures and physical developments in organisms that relate to survival and function</li> <li>• Recognize the potential uses and functions of materials</li> <li>• Recognize the characteristics and sequence of various seasons and associated weather</li> <li>• Understand the basic characteristics of planets and features of the solar system</li> </ul>

Science Benchmark 2 (Fifth Grade)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state's Benchmark 2 content standards for Science. Students demonstrate inconsistent, unpredictable or random (not repeatable) recognition of the basic relationships evident in the natural world. These students have not yet demonstrated a consistent understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment in a manner that appears to be greater than chance.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or fragmented skills that are not reflective of a Benchmark 2 achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter (for example: solids, liquids, or gas) Recognize and predict the component stages of physical change in everyday objects and matter</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the interaction between energy and matter such as the transmission of electricity, and sound</li> <li>• Recognize the characteristics of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize and classify living organisms according to characteristics; recognize sequence associated with the life cycle of various organisms</li> <li>• Recognize the relatedness of organisms in the environment and the impact of one organism on another</li> <li>• Recognize the structures and physical developments in organisms that relate to survival and function</li> <li>• Recognize the potential uses and functions of materials</li> <li>• Recognize the characteristics and sequence of various seasons and associated weather</li> <li>• Understand the basic characteristics of planets and features of the solar system</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliably measurable grasp of the academic concepts as presented by the assessment (and as linked to the state's Benchmark 2 content standards for Science). The student demonstrates extremely limited to no recognition of the basic relationships evident in the natural world.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

Science Benchmark 3 (Eighth Grade)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong understanding of the academic concepts linked to the state's Benchmark 3 content standards for Science. Students demonstrate a consistent recognition of relationships evident in the natural world. Students consistently demonstrate a solid understanding of properties of matter, force, energy, motion as well as the basic structures, functions and interactions of living organisms in the environment, including some specific knowledge.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter and how matter can change state</li> <li>• Recognize and predict the impact of force on mass and motion</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the manner in which energy is transformed for use</li> <li>• Recognize the characteristics and structures of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize the movement of energy and the role of energy in photosynthesis and other systems</li> <li>• Recognize the role of heredity in the characteristics of organisms (particularly humans and animals)</li> <li>• Recognize the roles of evolution, selection and adaptation in the lives and behaviors of animals and organisms</li> <li>• Recognize the characteristics of the Earth, its structure and climate</li> <li>• Understand the connections associated with viewing Earth as a system</li> </ul>

Science Benchmark 3 (Eighth Grade) continued

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's Benchmark 3 content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the Benchmark 3 Science standard demonstrate an applied understanding of properties of matter, force, energy, motion as well as the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter and how matter can change state</li> <li>• Recognize and predict the impact of force on mass and motion</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the manner in which energy is transformed for use</li> <li>• Recognize the characteristics and structures of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize the movement of energy and the role of energy in photosynthesis and other systems</li> <li>• Recognize the role of heredity in the characteristics of organisms (particularly humans and animals)</li> <li>• Recognize the roles of evolution, selection and adaptation in the lives and behaviors of animals and organisms</li> <li>• Recognize the characteristics of the Earth, its structure and climate</li> <li>• Understand the connections associated with viewing Earth as a system</li> </ul>

Science Benchmark 3 (Eighth Grade) continued

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state's Benchmark 3 content standards for Science. Students demonstrate inconsistent, unpredictable or random (not repeatable) recognition of the basic relationships evident in the natural world. These students have not yet demonstrated a consistent understanding of the properties of matter, force and energy, or the basic structures, functions and interactions of living organisms in the environment in a manner that appears to be greater than chance.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of an Benchmark 3 achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter and how matter can change state</li> <li>• Recognize and predict the impact of force on mass and motion</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the manner in which energy is transformed for use</li> <li>• Recognize the characteristics and structures of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize the movement of energy and the role of energy in photosynthesis and other systems</li> <li>• Recognize the role of heredity in the characteristics of organisms (particularly humans and animals)</li> <li>• Recognize the roles of evolution, selection and adaptation in the lives and behaviors of animals and organisms</li> <li>• Recognize the characteristics of the Earth, its structure and climate</li> <li>• Understand the connections associated with viewing Earth as a system</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliably measurable understanding of the academic concepts as presented by the assessment (and as linked to the state's Benchmark 3 content standards for Science). The student demonstrates extremely limited to no recognition of the basic relationships evident in the natural world.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

### Science Benchmark 3 (Tenth Grade)

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong understanding of the academic concepts linked to the state's CIM level content standards for Science. Students demonstrate a consistent recognition of the basic relationships evident in the natural world. Students consistently demonstrate an understanding of properties of matter, force, motion, energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter and how matter can change state</li> <li>• Recognize and predict the impact of force on mass and motion</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the manner in which energy is transformed for use</li> <li>• Recognize the characteristics and structures of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize the movement of energy and the role of energy in photosynthesis and other systems</li> <li>• Recognize the role of heredity in the characteristics of organisms (particularly humans and animals)</li> <li>• Recognize the roles of evolution, selection and adaptation in the lives and behaviors of animals and organisms</li> <li>• Recognize the characteristics of the Earth, its structure and climate</li> <li>• Understand the connections associated with viewing Earth as a system</li> </ul>

Science Benchmark 3 (Tenth Grade) continued

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's CIM level content standards for Science. Students demonstrate a relatively consistent recognition of the basic relationships evident in the natural world. Students who meet the CIM level Science standards demonstrate a general understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter and how matter can change state</li> <li>• Recognize and predict the impact of force on mass and motion</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the manner in which energy is transformed for use</li> <li>• Recognize the characteristics and structures of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize the movement of energy and the role of energy in photosynthesis and other systems</li> <li>• Recognize the role of heredity in the characteristics of organisms (particularly humans and animals)</li> <li>• Recognize the roles of evolution, selection and adaptation in the lives and behaviors of animals and organisms</li> <li>• Recognize the characteristics of the Earth, its structure and climate</li> <li>• Understand the connections associated with viewing Earth as a system</li> </ul>

Science Benchmark 3 (Tenth Grade) continued

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state's CIM level content standards for Science. Students demonstrate inconsistent, unpredictable or random (not repeatable) recognition of the basic relationships evident in the natural world. These students have not yet demonstrated a consistent general understanding of properties of matter, force and energy, and the basic structures, functions and interactions of living organisms in the environment in a manner that appears to be greater than chance.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a CIM level achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Recognize the unique properties and structure of matter and how matter can change state</li> <li>• Recognize and predict the impact of force on mass and motion</li> <li>• Recognize the properties associated with force and motion (including gravity)</li> <li>• Recognize the manner in which energy is transformed for use</li> <li>• Recognize the characteristics and structures of various organisms and the associated needs and behaviors associated with organisms</li> <li>• Recognize the movement of energy and the role of energy in photosynthesis and other systems</li> <li>• Recognize the role of heredity in the characteristics of organisms (particularly humans and animals)</li> <li>• Recognize the roles of evolution, selection and adaptation in the lives and behaviors of animals and organisms</li> <li>• Recognize the characteristics of the Earth, its structure and climate</li> <li>• Understand the connections associated with viewing Earth as a system</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliably measurable understanding of the academic concepts as presented by the assessment (and as linked to the state's CIM level content standards for Science). The student demonstrates extremely limited to no recognition of the basic relationships evident in the natural world.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Writing

### Writing Elementary Fourth Grade

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong grasp of the academic concepts linked to the state's grade level content standards for Writing. Students demonstrate a consistent ability to communicate through writing on selected tasks. Students consistently demonstrate an understanding of the conventions, structures, and expectations associated with the act of creating the written text, and the process involved in creating a body of text. Students consistently demonstrate a working understanding that writing can be used to communicate as well as a working understanding of the interaction between a writer and his or her audience.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"><li>• Demonstrate an understanding of the basic conventions of writing including spelling, punctuation, grammar, and capitalization</li><li>• Produce written work that can be identified in the context of sentences and paragraphs</li><li>• Demonstrate basic applied compositional skills at narrative writing</li><li>• Produce written work that can be identified in the context of words and sentences.</li><li>• Demonstrate basic applied compositional skills at research writing</li><li>• Demonstrate basic applied compositional skills at persuasive writing</li><li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li></ul>
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable grasp of the academic concepts linked to the state's grade level content standards for Writing. Students demonstrate a relatively consistent ability to communicate through writing on selected tasks. Students who meet the standard demonstrate a basic understanding of the conventions, structures, and expectations associated with the act of creating the written text, and the process involved in creating a body of written work. Students demonstrate a basic understanding that text can be used to communicate as well as a working understanding of the interaction between a writer and his or her audience.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"><li>• Demonstrate an understanding of the basic conventions of writing including spelling, punctuation, grammar, and capitalization</li><li>• Produce written work that can be identified in the context of sentences and paragraphs</li><li>• Demonstrate basic applied compositional skills at narrative writing</li><li>• Produce written work that can be identified in the context of words and sentences.</li><li>• Demonstrate basic applied compositional skills at research writing</li><li>• Demonstrate basic applied compositional skills at persuasive writing</li><li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li></ul>

Writing Elementary Fourth Grade (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable grasp of the academic concepts linked to the state’s grade level content standards for Writing. Students demonstrate inconsistent, unpredictable or random (not repeatable) ability to communicate through writing on selected tasks. These students have demonstrated limited basic understanding of the conventions, structures, and expectations associated with the act of creating the written text, and are only infrequently able to demonstrate a limited understanding that writing can be used to communicate with an audience.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a fifth grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the basic conventions of writing including spelling, punctuation, grammar, and capitalization</li> <li>• Produce written work that can be identified in the context of sentences and paragraphs</li> <li>• Demonstrate basic applied compositional skills at narrative writing</li> <li>• Produce written work that can be identified in the context of words and sentences.</li> <li>• Demonstrate basic applied compositional skills at research writing</li> <li>• Demonstrate basic applied compositional skills at persuasive writing</li> <li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have a reliably measurable grasp of the academic concepts as presented by the assessment (and as linked to the state’s grade level content standards for Writing). The student demonstrates no (or limited) ability to communicate through writing on selected tasks. These students are unable to demonstrate their understanding that writing can be used to communicate with an audience.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

Seventh Grade Writing

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong understanding of the academic concepts linked to the state's grade level content standards for Writing. Students demonstrate a consistent ability to communicate through writing. Students consistently demonstrate an understanding of simplified conventions, structure, and expectations associated with the act of writing. Students consistently demonstrate a working understanding of the interaction between a writer and his or her audience.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the basic conventions of writing including punctuation, grammar, capitalization, and spelling</li> <li>• Produce written work that can be identified in the context of words and sentences.</li> <li>• Produce written work that can be identified in the context of sentences and paragraphs</li> <li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li> <li>• Demonstrate basic applied compositional skills at narrative writing</li> <li>• Demonstrate basic applied compositional skills at persuasive writing</li> <li>• Demonstrate basic applied compositional skills at research writing</li> <li>• Demonstrate a basic knowledge of the steps associated with completing a job application</li> </ul>

Seventh Grade Writing (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's grade level content for writing. Students demonstrate a relatively consistent ability to communicate in writing. Students who meet the standard demonstrate a basic understanding of simplified conventions, structure, and expectations associated with the act of writing. Students demonstrate a basic understanding of the interaction between a writer and his or her audience.</p>	<p>Students who <b>Meet</b> the alternate standard frequently:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the basic conventions of writing including punctuation, grammar, capitalization, and spelling</li> <li>• Produce written work that can be identified in the context of words and sentences.</li> <li>• Produce written work that can be identified in the context of sentences and paragraphs</li> <li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li> <li>• Demonstrate basic applied compositional skills at narrative writing</li> <li>• Demonstrate basic applied compositional skills at persuasive writing</li> <li>• Demonstrate basic applied compositional skills at research writing</li> <li>• Demonstrate a basic knowledge of the steps associated with completing a job application</li> </ul>

Seventh Grade Writing (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state’s grade level content standards for Writing. Students demonstrate inconsistent unpredictable or random (not repeatable) ability to communicate in Writing. These students have not demonstrated basic understanding of simple conventions, structure, and expectations of writing. Students are only infrequently able to demonstrate an understanding that writing can be used to communicate with an audience.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a seventh grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the basic conventions of writing including punctuation, grammar, capitalization, and spelling</li> <li>• Produce written work that can be identified in the context of words and sentences.</li> <li>• Produce written work that can be identified in the context of sentences and paragraphs</li> <li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li> <li>• Demonstrate basic applied compositional skills at narrative writing</li> <li>• Demonstrate basic applied compositional skills at persuasive writing</li> <li>• Demonstrate basic applied compositional skills at research writing</li> <li>• Demonstrate a basic knowledge of the steps associated with completing a job application</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have an reliable understanding of the academic concepts linked to seventh grade Writing content. The student demonstrates extremely limited ability to communicate through writing. These students are unable to demonstrate their understanding that writing can be used to communicate with an audience.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>

## Tenth Grade Writing

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Exceeds</b></p> <p>Student scores at this level indicate a strong understanding of the academic concepts linked to the state’s grade level content standards for Writing. Students demonstrate a consistent ability to communicate through writing. Students consistently demonstrate an understanding of simplified conventions, structure, and expectations associated with the act of writing. Students consistently demonstrate a working understanding of the interaction between a writer and his or her audience.</p>	<p>Students who <b>Exceed</b> the alternate standard consistently and predictably:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the basic conventions of writing including punctuation, grammar, capitalization, and spelling</li> <li>• Produce written work that can be identified in the context of words and sentences.</li> <li>• Produce written work that can be identified in the context of sentences and paragraphs</li> <li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li> <li>• Demonstrate basic applied compositional skills at narrative writing</li> <li>• Demonstrate basic applied compositional skills at persuasive writing</li> <li>• Demonstrate basic applied compositional skills at research writing</li> <li>• Demonstrate a working knowledge of the steps associated with completing a job application</li> </ul>

Tenth Grade Writing (continued)

Alternate Achievement Level (General)	Alternate Achievement Level Descriptor (Specific)
<p><b>Meets</b></p> <p>Student scores at this level indicate an identifiable understanding of the academic concepts linked to the state's grade level content for writing. Students demonstrate a relatively consistent ability to communicate in writing. Students who meet the standard demonstrate a basic understanding of simplified conventions, structure, and expectations associated with the act of writing. Students demonstrate a basic understanding of the interaction between a writer and his or her audience.</p>	<p>Students who <b>Meet</b> the alternate standard frequently, (but inconsistently):</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the basic conventions of writing including punctuation, grammar, capitalization, and spelling</li> <li>• Produce written work that can be identified in the context of words and sentences.</li> <li>• Produce written work that can be identified in the context of sentences and paragraphs</li> <li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li> <li>• Demonstrate basic applied compositional skills at narrative writing</li> <li>• Demonstrate basic applied compositional skills at persuasive writing</li> <li>• Demonstrate basic applied compositional skills at research writing</li> <li>• Demonstrate a working knowledge of the steps associated with completing a job application</li> </ul>

## Tenth Grade Writing

<b>Alternate Achievement Level (General)</b>	<b>Alternate Achievement Level Descriptor (Specific)</b>
<p><b>Nearly Meets</b></p> <p>Student scores at this level indicate an inconsistent or unpredictable understanding of the academic concepts linked to the state’s grade level content standards for Writing. Students demonstrate inconsistent unpredictable or random (not repeatable) ability to communicate in Writing. These students have not demonstrated basic understanding of simple conventions, structure, and expectations of writing. Students are only infrequently able to demonstrate an understanding that writing can be used to communicate with an audience.</p>	<p>Students who <b>Nearly Meet</b> the alternate standard have unpredictable, or splintered skills that are not reflective of a tenth grade achievement level but may infrequently or inconsistently:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the basic conventions of writing including punctuation, grammar, capitalization, and spelling</li> <li>• Produce written work that can be identified in the context of words and sentences.</li> <li>• Produce written work that can be identified in the context of sentences and paragraphs</li> <li>• Demonstrate an understanding of the basic expectations associated with types of writing and writing purposes.</li> <li>• Demonstrate basic applied compositional skills at narrative writing</li> <li>• Demonstrate basic applied compositional skills at persuasive writing</li> <li>• Demonstrate basic applied compositional skills at research writing</li> <li>• Demonstrate a working knowledge of the steps associated with completing a job application</li> </ul>
<p><b>Does Not Yet Meet</b></p> <p>Student scores at this level indicate that the student does not yet have an reliable understanding of the academic concepts linked to seventh grade Writing content. The student demonstrates extremely limited ability to communicate through writing. These students are unable to demonstrate their understanding that writing can be used to communicate with an audience.</p>	<p>Students who <b>Do Not Yet Meet</b> the alternate standard are unable to be successful at the content prompts in the tasks.</p>