Georgia CRCT-M

Criterion-Referenced Competency Tests - Modified

2012 SCORE INTERPRETATION GUIDE

Grades 3-8

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"Making Education Work for All Georgians"

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INTRODUCTION

The Elementary and Secondary Education Act (ESEA), also known as NCLB, and the Individuals with Disabilities Education Act (IDEA) require states to ensure that all students have access to a general curriculum based on challenging standards and that they take statewide assessments. In 2007, the U.S. Department of Education allowed states the option to create alternate assessments for a small group of students receiving special education services who can make academic progress within the grade-level curriculum, but may not be able to reach grade-level proficiency within the school year because of their disability.

Georgia's Criterion-Referenced Competency Tests – Modified (CRCT-M) are designed to measure student acquisition of the knowledge and skills set forth in the Georgia Performance Standards (GPS). The CRCT-M program has been developed for those students with disabilities who are receiving special education services and whose Individualized Education Program (IEP) specifies that they would be best assessed through an alternate assessment based on modified academic achievement standards.

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

This *Score Interpretation Guide* is written for Georgia teachers and administrators who receive score reports from the 2012 administration of the CRCT-M. This guide has four sections. The first section presents an overview of key terms and test-related concepts. The second section offers general guidelines for interpreting CRCT-M scores. The third section provides a snapshot and overview of each score report. The fourth section contains the CRCT-M Performance Level Descriptors for each grade and content area.

OVERVIEW OF KEY TERMS AND TEST-RELATED CONCEPTS

KEY TERMS

Accommodations

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

There are two types of accommodations:

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

The type of accommodation provided determines the administration type (see below). For more information on accommodations, see the 2011–2012 Student Assessment Handbook and the 2008–09 Accommodations Manual (posted on the Georgia Department of Education's website at http://www.gadoe.org/ci_testing.aspx).

Administration Type

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

There are two types of administration:

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

conditional accommodations may begin to encroach on what the test measures, caution must be exercised when determining whether a student requires such accommodations to access the test. Test results for students who receive such accommodations must be interpreted in light of the conditional administration.

CRCT-M

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

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

Test Design Features

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

Test Item Enhancements

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

TEST-RELATED CONCEPTS

Domain

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

GTID

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

Lexile Score

A Lexile, sometimes called a Lexile measure, is a standard score that matches a student's reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1700L. Lexile scores are used to match readers with texts of appropriate difficulty levels. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort and still be challenged.

Mean

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

Percent Correct

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

Performance Level

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

Performance Level Descriptor

A performance level descriptor is a statement describing each performance level in terms of what the student has learned and can do. A condensed version is provided for parents in the Individual Student Reports. More detailed versions of the Performance Level Descriptors for grades 3 through 8 are provided for Georgia educators on pages 26-47 of this document.

Scale Score

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

Standard Deviation

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

Standard Error of Measurement (SEM)

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

Scale Score and Performance Levels

The scale score reported for each content area is derived by converting the number of correct responses on the test (the raw score) to the CRCT-M scale. Since the scale scores are equivalent across test forms within the same content area and grade, students obtaining the same score have demonstrated the same level of performance with respect to the GPS. The lowest observable scale score (LOSS), corresponding to zero items correct, is 200 for all tests. The highest observable scale score (HOSS), corresponding to all items correct, varies slightly between tests, from 410 to 430.

- Scores that are at or above 330 indicate a level of performance that surpasses modified grade-level expectations.
- Scores from 300 to 329 indicate a level of performance that meets modified grade-level expectations.
- Scores below 300 indicate a level of performance that does not meet grade-level modified expectations.

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

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

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

Number Correct and Percent Correct at the Domain Level

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

Standard Error of Measurement and Error Bands

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

GENERAL GUIDELINES FOR SCORE INTERPRETATION

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

Key Abbreviations and Terms Used in Reports

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

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

Interpreting Number and Percent Correct—Domain Level

For each content domain, the number of correct answers is reported in the Individual Student Report. Both number correct and percent correct by domain are provided on the PL1 and Content Area Summary reports. The number correct provides some indication of a student's relative strengths and

weaknesses within that content area. Caution should be taken in comparing student performance across domains, however, because the number and difficulty of items in different domains may vary.

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

Interpreting Performance Data

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

Interpreting Group Data

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

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

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

Interpreting Lexile Scores

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

In advising parents, educators should point out that the Individual Student Report not only shows the student's obtained Lexile measure but also displays two ranges—a "Leisure" reading range and a "Challenging" reading range—with suggested sample titles for each. The Leisure range represents the easiest kind of reading material that is appropriate for the student (this range is found by subtracting

100L from the student's Lexile measure). The Challenging range represents the most difficult level of material the student can read successfully (found by adding 50L to the student's Lexile measure). Some students may receive "BR" as their Lexile measure, which denotes a Beginning Reader and indicates that the student can read the simplest of books.

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

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

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

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

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

Interpreting Scale Scores from a Conditional Administration

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

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

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

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

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

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CRCT-M SCORE REPORTS

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

STUDENT SCORE LABEL

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: BR

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

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: N/A

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

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: BR

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

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: 380L

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

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: BR

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

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: 640L

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

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: N/A

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

Criterion-Referenced Competency Tests-Modified (CRCT-M) - SPRING 2012

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

Lexile: 260L

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

The Student Score Label is designed so that each student's test results can be placed in the student's permanent record. A label is provided for every student in grades 3 through 8 who participated in the Spring 2012 CRCT-M administration. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student's cumulative school record. The label presents a snapshot of the student's results on the CRCT-Ms. It lists the student's Lexile measure and the scale scores for each content area. It also indicates the student's performance level: *Below Proficiency*, *Emerging Proficiency*, or *Basic Proficiency* for each content level. If the student did not attempt (DNA) or did not complete one or more content areas (PTNA), or if the student's results were invalidated for any reason (IV or PIV), this is also noted.

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

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

INDIVIDUAL STUDENT REPORT

Georgia CRCT-M

Student	**STUDENT, AMANDA B**	Grade	**3**	
Birthdate	**01 / 2002**	System	**Friendly County**	333
GTID	**123456789**	School	**Central Elementary**	4444

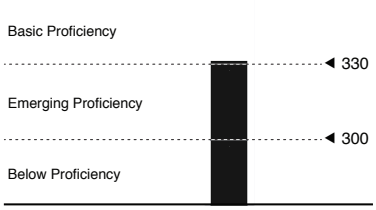
Individual Student Report

Simulated Data

Spring 2012 / Criterion-Referenced Competency Tests - Modified

Reading GPS

Performance Levels



Student's Score: **335**

This student's score is **335**, which is within the **Basic Proficiency** performance level in the standard for Reading.

A scale score of **335** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Reading score could be within the standard error of measurement range of 323 to 347.

Reading Domains	Number Correct	Number Possible
Literary Comprehension	12	16
Reading for Information	3	7
Reading Skills and Vocabulary Acquisition	6	7

Performance Level 3: Basic Proficiency

The student at the **basic proficiency** level surpasses the modified expectation set for students in this grade. Students performing at this level consistently demonstrate comprehension of a variety of grade-level texts when supports are provided. They generally recognize the author's purpose and can sometimes delineate the various elements of literary and informational texts. They understand and acquire new vocabulary and correctly use it in reading. They demonstrate an adequate understanding of grade-level appropriate reading concepts and skills. They gain meaning from textual elements, exhibiting literal, as well as emerging, inferential understanding. They consistently draw conclusions and make judgments about grade-level text. Typically, they can make important connections among ideas, develop new understanding, and summarize detailed literary and informational texts when supports are provided. They consistently use graphics to enhance their understanding.

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

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

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

Lexile® Information

This Student's Lexile Measure: 605L

For leisure reading, this student finds most books in this range easy to understand. 505L-605L

Suggested titles that fall within this range include:

Title	Author	Lexile
The Exchange Student	Pollack, Pam et al.	510
Math Curse	Smith, Lane : Scieszka, Jon	560
The SOS File	Myers, Laurie et al.	600

Books in this range provide a motivating challenge. 605L-655L

Suggested titles that fall within this range include:

Title	Author	Lexile
Niagara Falls or Does It?	Oliver, Lin et al.	610
Never Mind!	Vail, Rachel : Avi	630
Maniac Monkeys on Magnolia Street	Johnson, Angela	650

Please visit **www.gadoe.org** for additional information on Lexiles.

Print Date: 2/3/2012

INDIVIDUAL STUDENT REPORT (SECOND PAGE)

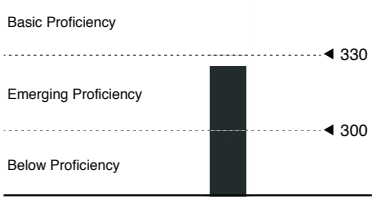
Individual Student Report

Spring 2012 / Criterion-Referenced Competency Tests - Modified

Student **STUDENT, AMANDA B**
GTID **123456789**

English/Language Arts GPS

Performance Levels



Student's Score: **323**

This student's score is **323**, which is within the **Emerging Proficiency** performance level in the standard for English/Language Arts.

A scale score of **323** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her English/Language Arts score could be within the standard error of measurement range of 314 to 332.

English/Language Arts Domains	Number Correct	Number Possible
Grammar and Sentence Construction	18	24
Research and Writing Process	13	16

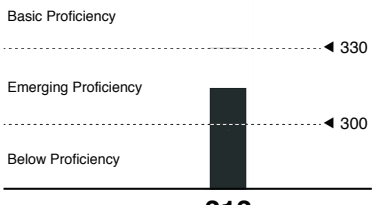
Performance Level 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the third grade. With supports, students can identify the purpose of each step of the writing and research process. They can use basic resources to read and research a topic. They spell most grade-level words correctly. They recognize how to write complete, simple sentences with correct subject-verb agreement. They use some specific sensory details to enhance meaning in writing. They can identify simple transition words, phrases, and organizational structures. They identify some basic parts of speech. They use commas, end punctuation, and capitalization correctly.

Simulated Data

Mathematics GPS

Performance Levels



Student's Score: **313**

This student's score is **313**, which is within the **Emerging Proficiency** performance level in the standard for Mathematics.

A scale score of **313** indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Mathematics score could be within the standard error of measurement range of 306 to 320.

Mathematics Domains	Number Correct	Number Possible
Number and Operations	14	25
Measurement	5	9
Geometry	4	6
Algebra	5	5
Data Analysis and Probability	2	5

Performance Level 2: Emerging Proficiency

The student at the **emerging proficiency** level in Mathematics meets the modified expectation set for students in the third grade. Students make few computational errors. With visuals, they can use multiple representations of numbers, including money. They can multiply 2-digit numbers by 1-digit numbers and divide 2- and 3-digit numbers by a 1-digit divisor with no remainder. They understand the relationship between division and multiplication and between division and subtraction. They can solve problems, even those with regrouping and symbols for missing values. They can understand the concept of time and determine the elapsed time at only full and half hour intervals. They determine the perimeter of a simple geometric figure and the area of squares and rectangles. They examine and compare properties of fundamental geometric figures. They create, interpret, and solve problems using tables and bar graphs.

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

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

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

Print Date: 2/3/2012

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

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

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

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

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

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PERFORMANCE LEVEL 1 ROSTER

Georgia CRCT-M

Performance Level 1 Roster
Spring 2012

(Below Proficiency)

Simulated Data

Grade 8

SCHOOL: **East Middle** CODE: **8888**
SYSTEM: **Friendly County** CODE: **333**

STUDENT NAME	GTID	READING	DOMAIN PERCENT CORRECT			MATH	DOMAIN PERCENT CORRECT				
			Literary Comprehension	Info Media Literacy	Reading Skills Vocabulary		Number Operations	Measurement	Geometry	Algebra	Data Analysis & Probability
STUDENT, ASHLEY M	8765432109	**Below**	33	33	21	**Below**	53	6	20	40	40
STUDENT, SARA W	9876543210	**DNA**	--	--	--	**Below**	37	25	40	20	0
STUDENT, STEPHANIE L	3456789012	**Below**	33	33	33	**Below**	42	25	40	20	40
STUDENT, WANDA B	9012345678	**Emerging**	33	50	30	**Below**	47	0	80	60	20

Note: Students are on this PL1 report if they score in the Below Proficiency level on either subject. Students whose performance is Emerging Proficiency or Basic Proficiency have met promotion requirements. Students who receive a DNA, PTNA, IV or PIV are also included on this report. These students may not have been required to retest in the content area. Systems should check the CRCT reports as well as these CRCT-M reports to determine if these students meet promotion criteria.

DNA: Did Not Attempt
PTNA: Present Test Not Attempted
IV: Score Invalidated by Irregular Test Administration
PIV: Score Invalidated by Irregular Test Administration; student is not considered a participant for accountability purposes.

Print Date: 2/3/2012

The Performance Level 1 Roster (PL1) report lists those students who received a Below Proficiency score for Reading in grade 3 and for Reading or Mathematics in grades 5 and 8, OR who are reported as DNA, PTNA, IV, or PIV for one of these tests. If a student in grade 5 or 8 receives a Below Proficiency score in one content area but not in another, his or her scores also appear in the column for the content area in which the student has achieved Emerging or Basic Proficiency. If a student did not attempt one or both content area tests (DNA or PTNA) or his or her score was invalidated (IV or PIV), these results are also listed. **It is important to note, however, that if no answer document was submitted for a student, he or she will not be listed on this report.**

The purpose of the PL1 Roster is to help teachers and school administrators identify those students who are not meeting grade-level standards and who may need remediation and retesting. The CRCT-M PL1 Roster along with the CRCT PL1 Roster should be checked to determine if students with DNA, PTNA, IV, or PIV in a content area also need to be remediated and retested on the same test they took in the spring administration.

BUILDING ROSTER (LIST OF INDIVIDUAL STUDENTS)

Georgia CRCT-M

GRADE: **3**
SCHOOL: **Uptown Elementary** 5555
SYSTEM: **Friendly County** 333

Building Roster
Spring 2012

Simulated Data

STUDENT NAME / GTID Number / Date of Birth	READING						ENGLISH / LANGUAGE ARTS				MATHEMATICS						
				DOMAINS					DOMAINS				DOMAINS				
	Scale Score	Performance Level	Lexile Score	Literary Comprehension	Reading for Information	Reading Skills & Vocabulary Acquisition	Scale Score	Performance Level	Grammar & Sentence Construction	Research & Writing Process	Scale Score	Performance Level	Number and Operations	Measurement	Geometry	Algebra	Data Analysis & Probability
				# Possible					# Possible				# Possible				
				16	7	7			24	16			25	9	6	5	5
				# Correct					# Correct				# Correct				
STUDENT, ALEX M 5432109876 02/2003	-	**DNA**	-	-	-	-	316	**Emerg**	16	13	282	**Below**	7	4	3	2	0
STUDENT, AMBER J 1000765432 06/2004	321*	**Emerging**	**515L**	11	5	2	308	**Emerg**	15	11	-	**DNA**	-	-	-	-	-
STUDENT, ASHTON W 1098765432 08/2004	304	**Emerging**	**405L**	9	1	4	-	**DNA**	-	-	298	**Below**	12	3	5	1	2
STUDENT, CANDACE L 2109876543 03/2003	291	**Below**	**320L**	7	1	3	280	**Below**	7	8	-	**DNA**	-	-	-	-	-
STUDENT, DANA L 6543210987 01/2003	313	**Emerging**	**465L**	7	5	4	-	**DNA**	-	-	302*	**Emerging**	14	3	3	4	1
STUDENT, MARK Q 1000234567 09/2003	287*	**Below**	**295L**	6	2	2	-	**DNA**	-	-	311*	**Emerging**	17	4	3	3	2
STUDENT, PETER K 7654321098 12/2004	-	**DNA**	-	-	-	-	293	**Below**	9	11	306	**Emerging**	14	6	4	3	0
STUDENT, ROBERT O 3210987654 04/2004	-	**DNA**	-	-	-	-	-	**DNA**	-	-	289	**Below**	10	4	0	4	1
STUDENT, WILLIAM N 4321098765 11/2004	291	**Below**	**320L**	6	0	5	272	**Below**	4	8	-	**DNA**	-	-	-	-	-

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

DNA: Did Not Attempt
PTNA: Present Test Not Attempted
* Conditional Administration

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

Print Date: 2/7/2012

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

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

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

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

Georgia CRCT-M

Building Content Area Summary
Spring 2012

Simulated Data

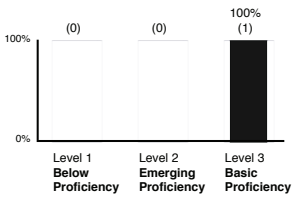
GRADE: **7**
SYSTEM: **Friendly County** 333
East Middle 8888

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

Reading

Number of Students	PTNA Total	Mean Scale Score	Standard Deviation
1		**339**	N/A

Percent and Number of Students in Each Performance Level



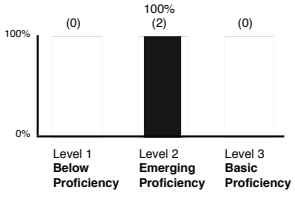
Domain	Number of Items	Mean Correct	Percent Correct
Literary Comprehension	12	13.0	93
Information & Media Literacy	13	7.0	70
Reading Skills and Vocabulary Acquisition	5	5.0	83

= Percent Correct (0, 50, 100)

English/Language Arts

Number of Students	PTNA Total	Mean Scale Score	Standard Deviation
2		**316**	16

Percent and Number of Students in Each Performance Level



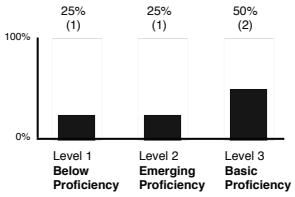
Domain	Number of Items	Mean Correct	Percent Correct
Grammar and Sentence Construction	22	12.5	52
Research and Writing Process	18	14.5	91

= Percent Correct (0, 50, 100)

Mathematics

Number of Students	PTNA Total	Mean Scale Score	Standard Deviation
4		**316**	18

Percent and Number of Students in Each Performance Level



Domain	Number of Items	Mean Correct	Percent Correct
Number and Operations	10	15.5	74
Geometry	12	6.5	65
Algebra	20	4.0	80
Data Analysis & Probability	8	3.8	75

= Percent Correct (0, 50, 100)

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

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

Print Date: 2/15/2012

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

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

Georgia CRCT-M

Simulated Data

GRADE: **7**

SYSTEM: **Friendly County** 333

System Population Summary

Mathematics, Spring 2012

SECURE REPORT

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

GROUPS	Number of Students				Percent in Performance Level		
	ALL Administrations	Standard Administration	Conditional Administration	Mean Scale Score	**Below** Proficiency	**Emerging** Proficiency	**Basic** Proficiency
All Students	5	4	1	315	0	100	0
All Special Education Students	5	4	1	315	0	100	0
Visual Impairments	0	0	0	0	0	0	0
Deaf/Hard of Hearing	0	0	0	0	0	0	0
Deaf/Blind	0	0	0	0	0	0	0
Specific Learning Disabilities	1	0	1	328	0	100	0
Mild Intellectual Disabilities	1	1	0	316	0	100	0
Traumatic Brain Injury	0	0	0	0	0	0	0
M/S/P/ Intellectual Disabilities	0	0	0	0	0	0	0
Autism	0	0	0	0	0	0	0
Orthopedic Impairments	0	0	0	0	0	0	0
Speech/Language Impairments	0	0	0	0	0	0	0
Emotional and Behavioral Disabilities	1	1	0	311	0	100	0
Other Health Impairments	2	2	0	311	0	100	0
Other Groups							
English Language Learners	0	0	0	0	0	0	0
English Language Learners - Monitored	0	0	0	0	0	0	0
Section 504	0	0	0	0	0	0	0
Migrant Certified	0	0	0	0	0	0	0
Gender							
Female	1	0	1	328	0	100	0
Male	4	4	0	312	0	100	0
Ethnic Group							
Asian/Pacific Islander	0	0	0	0	0	0	0
Black, Non-Hispanic	4	3	1	317	0	100	0
Hispanic	0	0	0	0	0	0	0
Native American/Alaskan Native	0	0	0	0	0	0	0
White/Non-Hispanic	1	1	0	311	0	100	0
Multiracial	0	0	0	0	0	0	0
All Students with Accommodations	5	4	1	315	0	100	0
English Language Learners	0	0	0	0	0	0	0
English Language Learners - Monitored	0	0	0	0	0	0	0
Section 504	0	0	0	0	0	0	0
Special Education	5	4	1	315	0	100	0
PTNA	0						
Invalidations, inc PIV	0						

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

Print Date: 2/6/2012

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

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

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

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

Grade 3 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the third grade. When scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines), students performing at this level demonstrate minimal ability to infer, draw conclusions, and make judgments about grade-level literary and informational texts. Students may be able to understand and acquire some new vocabulary. They may be unable to isolate root words from affixes and then define them. They may be able to make obvious connections between the text and their own experiences but make minimal connections beyond their own experience. Their interpretation of graphics is minimal.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the third grade. Students performing at this level demonstrate understanding of a variety of grade-level texts when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines). Their general facility with literary texts may exceed their competence with informational text at this performance level. Students use supports provided to understand new vocabulary and are able to isolate root words from affixes in order to define word meanings. They have some ability to demonstrate literal as well as inferential understanding, and are able to draw conclusions and make some judgments about literary and informational texts. They can link main ideas with supporting details and provide a simple summary, when given supports to help them organize information. Students can make obvious connections between the text and their own experiences. They use graphics to enhance their understanding.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level surpasses the modified expectation set for students in the third grade. Students performing at this level consistently demonstrate comprehension of a variety of grade-level texts when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines). They generally recognize the author's purpose and can sometimes delineate the various elements of literary and informational texts. Students understand and acquire new vocabulary and correctly use it in reading with supports to help them. They demonstrate an adequate understanding of grade-level appropriate reading concepts and skills. They gain meaning from textual elements, exhibiting literal, as well as emerging, inferential cognizance. They are able to consistently draw conclusions and make judgments about grade-level literary and informational text. Typically, they are able to make important connections among ideas, develop new understanding, and summarize detailed literary and informational texts when supports are provided. They consistently use graphics to enhance their understanding.

Grade 4 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in reading does not meet the modified expectation set for students in the fourth grade. When scaffolding and supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines), students performing at this level show minimal evidence of comprehension and providing warranted and responsible explanations of literary, and informational texts. Their understanding and acquisition of new vocabulary using context, structure, and dictionary skills are minimal. They typically isolate and analyze literary elements with limited success (e.g., they may be able to identify characters, but have difficulty comparing and contrasting them). Students performing at this level are beginning to recognize simple text structures to understand informational texts. They have a minimal awareness of media as a source of entertainment and information.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in reading meets the modified expectation set for students in the fourth grade. Students performing at this level demonstrate comprehension and are beginning to develop warranted and responsible explanations of literary, informational, and functional texts when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines). Students performing at this level use supports to assist them in determining the meaning of new vocabulary through the use of context, structure, and dictionary skills. They understand how to locate explicit information and determine literary elements and techniques. They use organizational structures, text features, and common graphics to make simple connections within informational and texts. Students at this level generally can distinguish fact from opinion and demonstrate an awareness of media's role in the daily lives of most people.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level surpasses the modified expectation set for students in the fourth grade. Students performing at this level consistently demonstrate comprehension and show evidence of warranted and reasonable explanations of literary, and informational texts when scaffolding and supports are provided (e.g., thought bubbles, segmented texts, simplified language, graphic organizers, and timelines). They generally understand how to infer and analyze literary elements and techniques. Students performing at this level recognize and understand new vocabulary using various context, structure, and reference skills with supports provided. They use organizational structures, text, and graphic features to make connections to understand informational and functional texts. They demonstrate an awareness of the role of the media as a source of entertainment and a source of information.

Grade 5 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level does not meet the modified expectation set for students in the fifth grade. When supports are provided (e.g., think bubbles, segmented texts, graphic organizers, timelines), students performing at this level demonstrate minimal evidence of comprehension or

warranted and reasonable explanations of literary, and informational texts. Students have difficulty using context, word structure, and reference materials to determine the meaning of new words, even when supports are provided. Their identification and analysis of literary elements is developing. They are able to make generalizations about literary elements, but they struggle with making judgments and inferences and supporting them with evidence from the text. They are be able to cite details in informational texts, but they have difficulty synthesizing the main idea those details support. They may not be able to use common graphic features to evaluate text and media.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level meets the modified expectation set for students in the fifth grade. Students performing at this level demonstrate comprehension and are beginning to show evidence of warranted and reasonable explanations of grade-level literary, informational, and functional texts when supports are provided (e.g., think bubbles, segmented texts, graphic organizers, timelines). They are able to recognize many, but not all literary elements and techniques. Students at this level may require supports when using context, word structure, and reference materials to determine the intended meaning of new vocabulary. They generally can determine the main idea and supporting details in informational texts and can make and support generalizations using evidence from the text. They use common organizational and textual features to help with understanding and recognize stated themes when provided with graphic supports (e.g., Venn diagrams or timelines). They are generally able to use common graphic features to gain understanding of functional materials, including text and media.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level surpasses the modified expectation set for students in the fifth grade. Students performing at this level consistently demonstrate comprehension and show evidence of warranted and reasonable explanations of literary, informational, and functional texts when supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines). They exhibit evidence toward understanding how to infer and analyze various literary elements and techniques. Students performing at this level may sometimes employ various strategies to acquire new vocabulary. They are able to determine main ideas, identify supporting details, and make judgments, and substantiate them with evidence from the text. They are able to identify organizational and textual features as an aid to understanding texts. They often recognize both stated and implied themes in literature when provided with supports. They use common graphic features to enhance their understanding of functional materials, including text and media.

Grade 6 Reading

PERFORMANCE LEVEL 1: Below Proficiency

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

minimal comprehension and little evidence of reasonable and responsible explanations of literary and informational texts. Students may have difficulty using word structure, reference skills, and context clues to determine the meanings of new words. They inconsistently identify features of literary and informational text. They have difficulty moving beyond identification of those features. They are able to identify dialogue, but have difficulty identifying the author's use of the dialogue or description. Students have difficulty recognizing both the main idea and supporting details in informational texts. Their use of graphic features and understanding of propaganda techniques is limited.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level meets the modified expectation set for students in the sixth grade. Students performing at this level demonstrate comprehension and show evidence of reasonable and responsible explanations of literary and informational texts when supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, timelines). Students use word structure, reference skills, and context clues to determine the intended meanings of unfamiliar words while reading. Students can identify the elements and features of text, and the author's use of dialogue, description, and literary devices. They typically can recognize the organizational structure of informational texts, including main idea and supporting details. When reading various materials, they use graphics features to assist comprehension and have some recognition of the use of propaganda techniques.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level surpasses the modified expectation set for students in the sixth grade. Students performing at this level consistently demonstrate an understanding of comprehension and show evidence of reasonable and responsible explanations of literary and informational texts when supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines). They demonstrate an understanding of grade-level appropriate reading skills. They use word structure, context clues, and reference skills to understand the meaning of new vocabulary. They demonstrate an understanding of the author's use of dialogue and description in literary texts and can recognize the use of literary devices in literary texts including main idea and sometimes themes. They choose the appropriate organizational structure for informational texts. When reading various materials, they use graphic features to assist comprehension and recognize propaganda techniques in various materials.

Grade 7 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level does not meet the modified expectation set for students in the seventh grade. When supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines), students performing at this level demonstrate minimal comprehension and show little evidence of reasonable and responsible explanations of literary and informational texts. Students performing at this level can determine meaning of new vocabulary through word structure, but have difficulty using context clues. They can identify the important elements of literature such as theme, characterization, literary devices, and plot, but have difficulty explaining these elements. They may not

demonstrate complete knowledge of organizational structures and textual features (e.g., timelines, italicized text) to obtain information and determine the author's purpose. They may not demonstrate a basic understanding of graphic features and technical directions in functional documents and various forms of print, including electronic journalism.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level meets the modified expectation set for students in the seventh grade. Students performing at this level demonstrate comprehension and show evidence of reasonable and responsible explanations of literary and informational texts when supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines). They can use context and word structure to determine the meaning of new vocabulary. Students recognize and use literary techniques and elements, such as theme, characterization, and plot. They can obtain information and identify the author's purpose of nonfiction texts. They have a basic understanding of graphic features and technical directions in functional documents, and they are able to understand various forms of print, including electronic journalism.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level surpasses the modified expectation set for students in the seventh grade. Students performing at this level consistently demonstrate comprehension and show evidence of reasonable and responsible explanations of literary and informational texts when supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines). They demonstrate an understanding of grade-level appropriate reading concepts and skills. Students employ a variety of strategies for finding the meaning of new vocabulary and are able to use the new vocabulary in reading. They can use and explain literary techniques and elements of literature such as theme, characterization, and plot. They can apply knowledge of organizational structures and to understand author's purpose of nonfiction texts. Students at this level can explain various forms of print, including electronic journalism. They follow technical directions in functional documents.

Grade 8 Reading

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level does not meet the modified expectation set for students in the eighth grade. When supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines), students performing at this level demonstrate minimal ability to comprehend and show evidence of reasonable explanations of a variety of grade-level literary and informational text. They may not establish a context for information acquired by reading across subject areas. They have difficulty using information from various consumer, workplace, and public documents. Students performing at this level may have difficulty understanding new vocabulary and using it correctly in reading. They show minimal competence in recognizing the characteristics of literary genres, and are inconsistent in identifying and tracing an author's point of view or perspective in the text. They are unable to analyze most texts and genres.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level meets the modified expectation set for students in the eighth grade. Students performing at this level demonstrate the ability to comprehend and show evidence of reasonable, and responsible explanations of a variety of grade-level literary and informational texts when supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines). They demonstrate basic ability in establishing a context for information acquired when reading across subject areas. They can make connections using information from various consumer, workplace, and public documents. Students performing at this level can understand new vocabulary but have some difficulty using it correctly when reading. They show competence in recognizing the characteristics of different literary genres and are moderately consistent identifying and tracing an author's point of view or perspective in the text. While they can demonstrate basic comprehension of many texts, their ability to interpret and analyze texts is inconsistent.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level surpasses the modified expectation set for students in the eighth grade. Students performing at this level consistently demonstrate comprehension and show clear evidence of a warranted and responsible explanation of literary, informational, and functional texts when supports are provided (e.g., thought bubbles, segmented texts, graphic organizers, and timelines). Students at this level consistently use information from various consumer, workplace, and public documents to explain a situation or decision or to solve a problem. They employ various strategies to understand new vocabulary, and they use these new words correctly when reading. Students at this level read and fully comprehend texts and genres. They can differentiate various genres by determining their specific characteristics. They can identify and trace the development of an author's argument, point of view, and perspective, whether explicitly or implicitly found in the text. They demonstrate basic comprehension and can interpret and respond to various types of texts.

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

Grade 3 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the third grade. Even when scaffolding and supports are provided (e.g., thought bubbles, boldfacing, simplified language, graphic organizers, timelines, underlining, and definitions), students performing at this level demonstrate minimal understanding of the writing and research processes. Students show minimal understanding of using basic resources, such as dictionaries, books, encyclopedias, and the Internet to gather information and demonstrate significant difficulty with

grade-appropriate spelling. They recognize only some complete and simple sentences. Their knowledge of more complex sentence structures is still developing, including the use of more descriptive language. They are able to identify basic transition words and phrases, but have difficulty using organizational patterns to convey information. Students are able to determine some basic parts of speech (e.g., nouns and verbs), but they may have difficulty with plural and possessive forms of nouns, as well as adjectives. The skills of recognizing basic punctuation and capitalization may be present; some punctuation and capitalization skills are not fully developed.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the third grade. When scaffolding supports are provided (e.g., thought bubbles, boldfacing, simplified language, graphic organizers, timelines, underlining, and definitions), students performing at this level can identify the purpose of each step of the writing and research processes. Students demonstrate some understanding of basic resources, such as dictionaries, books, encyclopedias, and the Internet to gather information. They demonstrate some knowledge about grade-level appropriate spelling. Students recognize how to write complete, simple sentences with correct subject-verb agreement, and can identify some specific sensory details to enhance meaning in sentences. They can identify simple transition words, phrases, and organizational patterns used to convey information. Students performing at this level can identify basic parts of speech, such as nouns, verbs, adjectives, and pronouns. They can use commas correctly in simple sentences, and recognize appropriate end punctuation and capitalization with supports.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the third grade. When scaffolding and supports are provided, (e.g., thought bubbles, boldfacing, simplified language, graphic organizers, timelines, underlining, and definitions) students performing at this level consistently demonstrate an understanding of each step of the writing and research processes. Students demonstrate a clear understanding of basic resources, such as dictionaries, books, encyclopedias, and the Internet and use supports to gather information. Students performing at this level demonstrate adequate knowledge about grade-level appropriate spelling. They recognize how to write complete simple and compound sentences with subject-verb agreement. They are beginning to show an in-depth understanding of sentences and sometimes use strong verbs and adjectives to enhance descriptions. They can use simple transitional words and phrases and organizational patterns to convey information. They show an ability to determine the correct usage of basic parts of speech such as nouns, verbs, adjectives, and pronouns, and recognize the correct use of commas, end punctuation, and capitalization with supports.

Grade 4 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the fourth grade. Even when supports are provided (e.g., thought bubbles,

simplified language, graphic organizers, boldfacing, underlining, and definitions), students performing at this level demonstrate minimal understanding of the writing and research processes. The skill of locating information in reference texts by using organizational features or utilizing various reference materials, such as, a dictionary, thesaurus, encyclopedia, and electronic information, as aids to writing is not fully developed. Students show a limited understanding of structures used to convey information and transition elements. They are able to make a few basic revisions to selected drafts to improve coherence, but often have difficulty excluding inappropriate information or providing an effective closing. Students performing at this level are only able to recognize some basic parts of speech (adjective, noun, verb and adverb). They may have difficulty implementing commas for a series, identifying subject-verb agreement in a simple sentence, and eliminating sentence fragments. They may incorrectly spell commonly used homophones.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the fourth grade. When supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, underlining, and definitions), students performing at this level can identify the purpose of and use each step of the writing and research processes. They are sometimes able to use organizational features to locate information in reference texts and use a variety of reference materials, such as a dictionary, thesaurus, encyclopedia, and electronic information, as aids to writing. When provided with a checklist or given distinctly different choices, students can do limited revisions of selected drafts to improve coherence by including appropriate details, excluding extraneous information, and providing an adequate closing. Students recognize the importance of rearranging text in the revision process. Students may need support to distinguish between parts of speech (adjective, noun, verb, and adverb) and to recognize subject-predicate relationships in sentences. They can distinguish between complete sentences and sentence fragments. Students show some understanding of transition elements and structures used to convey information and may also recognize a variety of sentence structures. When given editing reminders, they recognize correct mechanics, including commas in a series, end punctuation, and subject-verb agreement. Using context clues, they can identify correct use of commonly used homophones.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts surpasses the modified expectation set for students in the fourth grade. When supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, underlining, and definitions), students consistently demonstrate an understanding of the writing and research processes. Students are able to use organizational features of reference texts to locate information and to assist in the writing process. Students show an understanding of the revision process and improve coherence by including relevant details. They can recognize the difference between appropriate details and extraneous information, and an effective closing. They effectively use transitional elements and other structures to convey information. Students performing at this level correctly employ the four basic parts of speech (adjective, noun, verb, and adverb) and recognize the subject-predicate relationship in sentences. They apply correct mechanics when using commas in a series, for subject-verb agreement in simple and compound sentences, and to eliminate sentence fragments. Students consistently recognize and utilize a variety of sentence structures. They identify the correct use of homophones and spell commonly used homophones correctly.

Grade 5 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the fifth grade. Even when supports are provided (e.g., thought bubbles, simplified language, graphic organizers, timelines, and definitions), students demonstrate a minimal understanding of the writing and research processes and are challenged with moving through the stages. Students performing at this level have not fully developed their research and technology skills to support their writing. They have a minimal ability to use various references, such as a dictionary, thesaurus, encyclopedia, and electronic information. They have minimal ability to use citations, endnotes, and bibliographic information to locate relevant information. They have difficulty using organizational structures and transitional elements effectively. There is minimal revision to improve the meaning and focus of writing, and there is limited evidence of closure. Students demonstrate limited knowledge about the rules of the English language, including usage and application of conventions and grammar. They may be able to identify some basic parts of speech, but they have difficulty recognizing basic sentence patterns and problematic sentences, such as fragments and run-ons. They have difficulty combining and revising sentences. They show a limited ability to recognize that a word can perform different functions according to its position in a sentence.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the fifth grade. Students performing at this level demonstrate an understanding of the writing and research processes when supports are provided (e.g., thought bubbles, simplified language, graphic organizers, timelines, and definitions). Students use reference materials, including dictionary, thesaurus, encyclopedia, and electronic tools to organize and support their writing. They have not fully developed the ability to use citations, endnotes, and bibliographic information to locate relevant information. They show some understanding of how to apply transitional elements appropriate to different organizational structures. They can revise some aspects of writing in a variety of genres to improve meaning and focus. They usually recognize an appropriate closure when given distinctly different choices, and the difference between relevant and extraneous details. Students usually demonstrate knowledge of the basic rules of the English language, including usage and application of conventions and grammar. They can identify at least five parts of speech and basic sentence patterns. They are beginning to understand how sentences vary in structure and to recognize when sentences are problematic, such as fragments and run-ons. They are able to combine simple sentences, but may have difficulty using modifiers correctly. They can recognize commonly used words that perform different functions according to its position in a sentence.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts exceeds the modified expectation set for students in the fifth grade. Students performing at this level consistently demonstrate an understanding of the writing and research processes when supports are provided (e.g., thought bubbles, simplified language, graphic organizers, timelines, and definitions). They can gather information

using research and technology to support their writing, including basic knowledge of how to use a dictionary, thesaurus, encyclopedia, and electronic information. They use some citations, endnotes, and bibliographic information to locate relevant information. With supports, they use organizational structures and a variety of transitional elements. They can use the revision process to improve the meaning and focus of writing in a variety of genres. They provide relevant supporting details and leave out extraneous details, and provide an appropriate closure to their writing. Students have an understanding of the rules of the English language, including usage and application of conventions and grammar. They identify most of the eight parts of speech, basic sentence patterns, and problematic sentences, such as fragments and run-ons. They are able to use sentences that vary in structure, including compound-complex sentences, and sometimes use modifiers correctly. They recognize that a word can perform different functions according to its position in a sentence.

Grade 6 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the sixth grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level demonstrate minimal understanding of the writing and research processes. Students show difficulty using research and technology to support writing and have difficulty selecting relevant information using organizational features of electronic texts, including databases, keyword searches, e-mail addresses, and bulletin boards. They have difficulty recognizing extraneous details, have inconsistencies in writing across genres, and are typically unaware of the need for closure. There is minimal evidence of the use of organizational structures and transitional words. Students performing at this level typically demonstrate minimal understanding of conventions, usage, and grammar. They show difficulty using correct mechanics in writing. They have limited knowledge of the basic parts of speech including nouns, verbs, and pronouns. They have minimal knowledge of various forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They have difficulty recognizing the basic parts of a sentence, including the subject, verb, direct object, predicate noun, predicate adjective, and prepositional phrases. Students may be able to recognize and select simple sentences, but they may struggle with more complex sentence structures and will often select fragments and run-ons.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the sixth grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level demonstrate an understanding of the writing and research processes. Students identify and use research and technology to support writing. They can locate relevant information using the organizational features of electronic texts, including databases, keyword searches, e-mail addresses, and bulletin boards. Students can identify basic organizational structures and related transitional words and phrases. They can identify extraneous details and inconsistencies in longer texts and can recognize an appropriate closure. They can recognize the basic parts of a sentence, including the subject and verb;

however, they have difficulty recognizing direct objects, predicate nouns, predicate adjectives, and prepositional phrases. They can recognize fragments, run-ons, and compound sentences, but have difficulty recognizing complex sentences. Students demonstrate basic understanding and control of the English language, including usage, conventions, and grammar. They can identify the basic parts of speech (nouns, verbs, and pronouns), but may have difficulty identifying the many forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. Students sometimes use correct mechanics including appropriate comma and semi-colon usage with hints.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts exceeds the modified expectation set for students in the sixth grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level consistently demonstrate an understanding of the writing and research processes. Students identify appropriate use of research and technology to support writing. They can locate relevant information using organizational features of electronic text including databases, keyword searches, e-mail addresses, and bulletin boards. They choose relevant details, exclude extraneous details and inconsistencies, and can select an appropriate closing to writing. They use organizational structure and a variety of transitional words and phrases. Students performing at this level demonstrate an understanding and control of the English language including usage, conventions, and grammar. They demonstrate correct use of mechanics, including appropriate comma and semi-colon usage when given supports. They can select various parts of speech including forms of nouns, verbs, pronouns, adjectives, adverbs, and conjunctions and interjections. They can identify the basic parts of a sentence including the subject, verb, direct object, predicate noun, predicate adjective, and prepositional phrase. They show an ability to select compound and complex sentences and choose appropriate revisions of fragments and run-ons.

Grade 7 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the seventh grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level demonstrate minimal understanding of the research and writing processes. Students have difficulty employing traditional structures of organization and using transitional words. Students have difficulty choosing supporting details to develop a general topic, and they typically select extraneous or inappropriate information in writing. A sense of closure is chosen, but may be minimal or inappropriate. They have difficulty in choosing appropriate revisions for selected drafts to improve the organization and consistency of ideas. Students demonstrate little familiarity with strategies used to impose structure in writing, such as note taking, outlining, and summarizing. Students performing at this level typically do not demonstrate understanding and control of the English language, misapplying conventions and grammar. They have difficulty identifying the appropriate usage of pronouns by gender and case, and show no familiarity with comparative and superlative forms. They focus primarily on simple sentence structures, and have incorrect or inconsistent mechanics and spelling skills.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the seventh grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level demonstrate an understanding of the research and writing processes. Students demonstrate basic skills in choosing appropriate revisions for selected drafts in order to improve the organization and consistency of ideas. They demonstrate basic familiarity with strategies used to impose structure in writing, such as note taking, outlining, and summarizing. Students recognize traditional structures of text organization and can apply appropriate transition words and phrases. They can identify a topic and supporting details, but sometimes include extraneous or inappropriate information, and they may provide a sense of closure, but it is often ineffective. Students demonstrate limited understanding of the English language, while sometimes applying appropriate conventions and grammar. They can identify and sometimes use pronouns by gender and case and show a basic familiarity with comparative and superlative forms. Students identify varied sentence structures, and identify correct mechanics and spelling.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts exceeds the modified expectation set for students in the seventh grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level consistently demonstrate an understanding of the research and writing processes. Students apply knowledge of organizational structures and text features in nonfiction texts to demonstrate understanding. They can employ traditional structures of organization and use effective transition words and phrases. They identify a topic with supporting details, and rarely choose extraneous or inappropriate information in writing. They provide a sense of closure to writing. They choose revisions in selected drafts to improve the organization and consistency of ideas. Students demonstrate an understanding of strategies used to structure their writing, such as note taking, outlining, and summarizing. Students demonstrate understanding and control of the English language. They can apply appropriate conventions and grammar. They employ pronouns by gender and case and show an understanding of comparative and superlative forms. They can use varied sentence structures and can use correct mechanics and spelling.

Grade 8 English/Language Arts

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in English/Language Arts does not meet the modified expectation set for students in the eighth grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level demonstrate minimal understanding of the research and writing processes. Students have difficulty employing traditional structures of organization, but they can use basic transitional words. Some supporting details may be chosen to develop a general topic, but they typically select extraneous or inappropriate information in writing. Students may provide a sense of

closure, but closure may be ineffective or inappropriate. They have difficulty in choosing appropriate revisions for selected drafts to improve the organization and consistency of ideas. Students demonstrate minimal familiarity with strategies used to impose structure in writing, such as note taking, outlining and summarizing. Students typically demonstrate minimal understanding and control of the English language, misapplying conventions and grammar. They have difficulty identifying the appropriate usage of pronouns by gender and case and show limited familiarity with correct comma and semicolon usage. They demonstrate only a limited ability to use various sentence structures, often only effectively analyzing simple sentences. They may have difficulty with misplaced or dangling modifiers, and they may use incorrect mechanics and spelling.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in English/Language Arts meets the modified expectation set for students in the eighth grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level demonstrate an understanding of the research and writing processes. Students employ some traditional structures of organization and appropriate transitional elements. They can generally differentiate between supporting details and extraneous or inappropriate information when developing a topic. Students can provide an effective closure. They generally can choose appropriate revisions of selected drafts to improve the organization and consistency of ideas. They demonstrate basic familiarity with strategies used to structure their writing, such as note taking, outlining, and summarizing. Students demonstrate an understanding and control of the English language, but with some misapplication of conventions and grammar. They have some ability to identify the appropriate usage of pronouns by gender and case and show familiarity with correct comma and semicolon use. They demonstrate a limited ability to use and analyze various sentence structures. They can identify misplaced or dangling modifiers, and they generally choose correct mechanics and spelling.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in English/Language Arts exceeds the modified expectation set for students in the eighth grade. When scaffolding and supports are provided (e.g., thought bubbles, simplified language, graphic organizers, boldfacing, definitions, and underlining), students performing at this level consistently demonstrate an understanding of the research and writing processes. Students apply knowledge of traditional organizational structures and transitional elements. They clearly differentiate between supporting details and extraneous or inappropriate information when developing a topic. They can provide a strong sense of closure to their writing. They can make revisions in selected drafts to improve the organization and consistency of ideas. Students demonstrate an understanding of strategies used to structure their writing, such as note taking, outlining, and summarizing. Students demonstrate an understanding and control of the English language. They can apply appropriate conventions and grammar. They correctly use pronouns by gender and case and show an understanding of correct comma and semicolon use. They can use varied sentence structures and effectively analyze parts of a sentence. They can use correct mechanics and spelling and can identify misplaced or dangling modifiers. They demonstrate an understanding of primary and secondary sources for research, and they use them to enhance and support their writing in a variety of genres.

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

Grade 3 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not demonstrate the modified expectations set for students in the third grade. Students performing at this level demonstrate minimal evidence of conceptual knowledge of the five content domains. When scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language), they understand and can apply math process skills to problem-solving situations. Students may make many errors when computing. Students are able to represent whole numbers and they have a basic understanding of addition and subtraction and multiplication facts for 2's, 5's, and 10's. They can solve basic problems that involve addition and subtraction, and can sometimes solve multiplication problems using organizational tools. They have limited understanding of the relationship between division and multiplication or between division and subtraction. They show limited ability to divide a one- to two-digit number by a one-digit divisor. They show limited ability to model addition and subtraction of decimals and common fractions with like denominators (not to exceed 10). Students can measure objects using standard units. They show minimal ability to select and measure lengths using appropriate customary and metric units, including comparing one unit to another within a single system of measurement. They show minimal evidence of being able to determine the elapsed time at only full hour intervals. Students' ability is limited to identifying and classifying basic two- and three- dimensional figures, without the expectation of ability to determine perimeter and area of these figures. They show limited understanding of mathematical language and limited ability to solve problems that include the use of symbols to represent missing values. Students can create and interpret simple tables and graphs.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectations set for students in the third grade. Students performing at this level demonstrate evidence of conceptual knowledge of the five content domains. When scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language), they apply mathematical process skills to problem-solving situations. Students at this level make few computational errors. Students at this level are able to recognize, compare, and order whole numbers using organizational supports. With visuals, they can use multiple representations of numbers, including money. They have an understanding of addition and subtraction with and without regrouping. They can multiply 2-digit numbers by 1-digit numbers. When models are provided, students can divide 2- and 3-digit numbers by a 1-digit divisor with no remainder. They understand the relationship between division and multiplication and between division and subtraction. They can model addition and subtraction of decimals and common fractions when visual models are provided. They can solve problems that involve addition, subtraction, multiplication, division, and fractions, including problems that use symbols to represent missing values. Students use organizational supports to select, measure, and compare lengths using appropriate customary and metric units, including comparing one unit to another within a single

system of measurement. They can understand the concept of time and determine the elapsed time at only full and half hour intervals. Students determine the perimeter of a simple geometric figure and the area of squares and rectangles by counting with models. Students identify, create, compare, and classify two- and three-dimensional figures, including scalene, isosceles, and equilateral triangles, with helpful hints. They examine and compare properties of fundamental geometric figures. The use of scaffolding allows students to show basic understanding of mathematical language, as well as basic ability to solve problems that include the use of symbols to represent missing values. Students create, interpret, and solve problems using tables and bar graphs when given visual supports (e.g., enhanced graphics).

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectations set for students in the third grade. When scaffolding and supports are provided (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language), students performing at this level demonstrate consistent conceptual knowledge of the five content domains. They integrate multiple strategies to solve problems and demonstrate and apply an understanding of mathematical language. Students at this level rarely make computational errors. Students are able to recognize, compare, and order whole numbers, including names in expanded notation form. They use multiple representations of numbers, including money. They can perform computation in addition and subtraction with and without regrouping. They can multiply and divide 3-digit by 1-digit numbers with and without remainders when provided with models. They understand the relationship between division and multiplication and between division and subtraction. They can build models of addition and subtraction of decimals and common fractions and match quantitative representations of models to equations. They solve problems that involve combinations of addition, subtraction, multiplication, division, and fractions, including problems that use symbols to represent missing values with process organizers (e.g., hints of steps to follow). Students estimate and compare lengths using appropriate customary and metric units, including comparing one unit to another within a single system of measurement with organizational support. They understand the concept of time by determining the elapsed time of a full, half, and quarter hour. Students are able to determine the perimeter of a simple geometric figure and determine the area of squares and rectangles by counting, adding, and multiplying with models and formulas provided. Students compare, contrast, and classify two- and three-dimensional figures, including scalene, isosceles, and equilateral triangles. They examine and compare properties of fundamental geometric figures. The use of scaffolding allows students to show understanding of mathematical language, solve problems that include the use of basic operations and symbols to represent missing values, and to give mathematical interpretations with explanations. Students create, interpret, compare, and solve problems using tables and bar graphs with visual supports.

Grade 4 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not demonstrate the modified expectations set for students in the fourth grade. Students performing at this level demonstrate limited evidence of conceptual knowledge of the five content domains. They require supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language) to understand

mathematical language and have difficulty translating mathematical representations to solve problems. Students may make frequent computational errors. Students are able to represent some whole numbers through one million, with the use of organizational tools. They can use some representations of numbers, including money up to $20.00, with visuals. They have a basic understanding of addition and subtraction, both with and without regrouping. They can multiply through 10 x 10, but may have a limited understanding of basic division facts. They can add and subtract simple fractions with common denominators (not to exceed 12). They are able to describe simple situations in which addition and subtraction may be used. They can solve basic problems that involve addition and subtraction. Students can use tools to measure angles, but they show minimal understanding of the meaning and measure of a half rotation and a full rotation. Within a single system of measurement, students can select the appropriate unit to measure the weight of an object. They show minimal evidence of being able to compare one unit to another within a single system of measurement. Students are able to name some solid geometric figures, but show little evidence of being able to construct, describe, compare, and contrast solid geometric figures. They can locate points on a coordinate plane. Students have a limited ability to use patterns and rules to describe relationships and solve problems, including problems that use symbols to represent missing values. Students have a basic ability to investigate features and tendencies of pictographs, Venn diagrams, and bar graphs. They have a limited ability to organize, interpret, and compare different graphical representations of a given set of data.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectations set for students in the fourth grade. Students performing at this level demonstrate understanding of conceptual knowledge of the five content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language), they demonstrate an understanding of mathematical language; however, they have difficulty translating mathematical representations to solve problems. They show some evidence of understanding and applying mathematical process skills to routine problem-solving situations. Students at this level may make computational errors. Students are able to recognize, compare, order, and identify different names for whole numbers through one million, with the use of organizational tools. They can use multiple representations of numbers, including money up to $20.00, when given supporting visuals. They have an understanding of addition and subtraction with or without regrouping. They can multiply with 2-digit by 1- and 2-digit whole numbers. They have limited ability to divide by 2-digit numbers. They can add and subtract fractions and mixed numbers with common denominators (not to exceed 12). They are able to describe situations in which the four operations may be used, and they compute using order of operations with parentheses. They can model multiplication and division of decimals by whole numbers with limited success. Students can select, measure, estimate, and use standard and metric units to measure the weight of objects. They can compare one unit to another within a single system of measurement. They can use a protractor to measure angles. They understand the meaning, but not the measure, of a half rotation and a full rotation. Students are able to identify plane figures and geometric solids. Students have limited ability to construct, describe, compare, and contrast solid geometric figures. They are able to locate, graph, and name points on a coordinate plane. Students can use patterns and rules to describe relationships and solve problems, including problems that use symbols to represent missing values. Students demonstrate a basic ability to investigate features and tendencies of pictographs,

Venn diagrams, bar, line and line plot graphs. Students have limited ability to find the range, mode, and median of various sets of data. They have a basic ability to organize, interpret, and compare different graphical representations of a given set of data, and they demonstrate a minimal ability to identify missing information and duplications in data.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectations set for students in the fourth grade. Students performing at this level demonstrate consistent evidence of conceptual knowledge of the five content domains. With scaffolding support (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language), they consistently understand mathematical process skills and integrate strategies to problem-solving situations. They demonstrate an understanding of mathematical language and effectively translate mathematical representations to solve problems. Students rarely make computational errors. Students are able to recognize, compare, order, and identify different names for whole numbers through one million, with organizational tools. They can use multiple representations of numbers and can estimate and determine amounts of money up to $20.00. Students understand and can add and subtract 2- and 3- digit numbers, both with and without regrouping. They can add and subtract fractions and mixed numbers with common denominators. They are able to describe situations in which the four operations may be used. They compute using order of operations, including parentheses. They can solve problems involving division by a 2-digit number. They can model multiplication and division of decimals by whole numbers. They have some ability to solve problems that involve addition, subtraction, multiplication, and division with multiple number forms, including fractions. Students can select, measure, estimate, and use standard and metric units to measure the weight of objects. They can compare one unit to another within a single system of measurement. They can use tools to measure angles, and they understand the meaning and measure of a half rotation and a full rotation. Students are able to identify and compare plane figures. They can construct, describe, compare, and contrast solid geometric figures. They are able to locate, name, graph, and manipulate points on a coordinate plane. They use patterns and rules to describe relationships and solve problems, including problems that use symbols to represent missing values. They can investigate features and tendencies of pictographs, Venn diagrams, bar, line and line plot graphs. Students can find the range, mode, and median of various sets of data, when given supports. They organize, interpret, and compare different graphical representations of a given set of data, and they identify missing information and duplications in data.

Grade 5 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not demonstrate the modified expectations set for students in the fifth grade. Students performing at this level demonstrate minimal evidence of conceptual knowledge of the five content domains. Even when provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language), they show minimal evidence of understanding and applying mathematical process skills to problem-solving situations, require additional support to understand mathematical language, and have difficulty translating mathematical representations to solve problems. Students frequently make mathematical

errors during computation and problem solving. Students have a basic understanding of the four arithmetic operations in relation to whole numbers. They can add and subtract simple fractions with like denominators (not to exceed 12), without simplifying. They have limited ability to add and subtract mixed numbers with no improper fractions in the sum or difference (e.g., 5 ⅓ +2 ⅓ = 7⅔). They show minimal evidence of computing simple problems involving area and volume. Using only plane figures, students can identify congruence. They show limited evidence of being able to use variables and substitute numbers for the unknown in simple algebraic expressions. They show limited ability to represent data (e.g., naming the most appropriate graph given a data set). They show minimal ability to analyze data presented in a graph.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectations set for students in the fifth grade. Students performing at this level demonstrate evidence of conceptual knowledge of the five content domains. With support (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language), they understand and apply mathematical process skills to problem-solving situations, demonstrate an understanding of mathematical language, and can translate mathematical representations. Students at this level may make some errors during computation and problem solving. Students demonstrate an understanding of the four arithmetic operations in relation to whole numbers. They demonstrate an understanding of adding, subtracting, and multiplying fractions, but need a reminder to simplify. They show limited ability to compare common fractions with like denominators and can find equivalent fractions. Students can compute simple problems involving area and volume and can measure capacity with appropriately chosen units, when given some scaffolding support (e.g., formulas). Students demonstrate limited understanding of congruence. Students can use variables and substitute numbers for the unknown in simple algebraic expressions. Students can represent and interpret the features and tendencies of a single set of data presented in multiple graphic representations (e.g., line graph, bar graph, circle graph, and pictograph).

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectations set for students in the fifth grade. Students performing at this level demonstrate consistent evidence of conceptual and abstract knowledge of the five content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, and simplified language), they consistently understand mathematical process skills and integrate strategies to problem-solving situations. They demonstrate understanding of mathematical language and effectively translate mathematical representations to solve problems. Students may make mathematical errors during computation and problem solving. Students have an understanding of the four arithmetic operations in relation to whole numbers and fractions. They can add and subtract fractions with unlike denominators as well as multiply common fractions. They are able to use the most common fractions and decimals interchangeably (e.g., ¼ = .25, ½ = .5, ¾ = .75). Students can apply percents to circle graphs. Students can estimate and compute the area of fundamental geometric plane figures with scaffolding support (e.g., formulas). They are able to utilize the formulas to find the area of a triangle and of a parallelogram. They can measure capacity with appropriately chosen units and can compare one unit to another within the same system. Students can compute the volume of simple geometric solids with scaffolding support (e.g.,

cube and rectangular prism). Students understand congruence of geometric figures and correspondence of their vertices, sides, and angles, when provided with support (e.g., pictures or definitions of terms). Students can use variables and substitute numbers for the unknown in algebraic expressions. Students can represent and investigate the features and tendencies of a single set of data presented in multiple graphic representations (e.g., line graph, bar graph, circle graph, pictograph).

Grade 6 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not demonstrate the modified expectations set for students in the sixth grade. Students performing at this level demonstrate minimal evidence of conceptual knowledge of the five content domains. Even when provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, and formulas), they have difficulty understanding and applying mathematical process skills to problem-solving situations, demonstrate little understanding of mathematical language, and have difficulty translating mathematical representations to solve problems. They frequently make mathematical errors during computation and problem solving. Students performing at this level have a basic understanding of most arithmetic operations in relation to whole numbers, but minimal understanding of operations involving fractions, decimals, and percents. Students can identify symmetry. They show little evidence of being able to compute simple problems involving volume, surface area, scale, and proportion. They show minimal evidence of being able to solve basic one-step equations. Students have difficulty analyzing data and determining probabilities.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectations set for students in the sixth grade. Students performing at this level demonstrate evidence of conceptual knowledge of the five content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, formulas), students show evidence of understanding and applying mathematical process skills to problem-solving situations. They demonstrate a satisfactory understanding of mathematical language. They can translate some mathematical representations to solve problems. Students at this level may make some computational errors during problem solving. Students have an overall understanding of the four arithmetic operations in relation to whole numbers. They make occasional computation errors. Students can compute simple problems involving volume or surface area of rectangular prisms. They have limited knowledge of applying formulas to other fundamental solid figures. Students can identify symmetry, but have difficulty solving problems involving scale and proportion. Students can solve simple one-step equations. Students show some evidence of being able to analyze data in graphs and determine the probability of an event from a set of all possible outcomes.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectations set for students in the sixth grade. Students performing at this level demonstrate consistent evidence of

conceptual and abstract knowledge of the five content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, and formulas), they demonstrate consistent understanding of mathematical language and can translate mathematical representations to solve problems. They understand mathematics process skills and apply strategies to problem-solving situations. Students make few errors in mathematical computations. Students demonstrate an understanding of the four arithmetic operations in relation to whole numbers, fractions, decimals, and percents. Students can compute problems involving volume or surface area of the fundamental solid figures. They show an understanding of symmetry and can solve problems using scale and proportion. Students can solve one-step equations, including those with exponents, with few computational errors. Students show clear evidence of being able to analyze data in graphs and determine the probability of an event from a set of all possible outcomes.

Grade 7 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not demonstrate the modified expectations set for students in the seventh grade. Students performing at this level demonstrate minimal evidence of conceptual knowledge of the four domains. Even when provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, formulas), they demonstrate minimal understanding of mathematical language and have difficulty translating mathematical representations to solve problems. Processing skills limit their ability to solve problems. They have a limited understanding of the four arithmetic operations in relation to rational numbers. They make frequent computational errors. They can construct plane figures. Students can identify one-step transformations, but may struggle with multi-step transformations. They show minimal evidence of being able to use and apply properties of similarity. Students performing at this level have difficulty simplifying and evaluating algebraic expressions and solving one-step equations involving rational numbers. Students show little evidence that they can represent, describe, and analyze relations from tables, graphs, and formulas. They can represent data using simple graphs and find simple measures of central tendency.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectations set for students in the seventh grade. Students performing at this level demonstrate evidence of conceptual knowledge of the four content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, and formulas), they show evidence of understanding and applying mathematical process skills to problem-solving situations. Students demonstrate an understanding of mathematical language and can translate some mathematical representations to solve problems. Students have a general understanding of the four arithmetic operations in relation to rational numbers. They may make computational errors. They can construct plane figures and understand some multi-step transformations. When given an incomplete proportion, they can use and apply properties of similarities. Students can simplify and evaluate algebraic expressions and solve one-step equations, but have difficulty adding and subtracting linear expressions. Students can represent and describe data, but have a limited ability to analyze relations using tables, graphs, and

formulas. They can represent, analyze, and interpret data using simple graphs and find some measures of central tendency.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectations set for students in the seventh grade. Students performing at this level demonstrate consistent evidence of conceptual knowledge of the four content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, and formulas), students apply mathematical process skills to problem-solving situations. They demonstrate consistent understanding of mathematical language and can translate mathematical representations to solve problems. Students have an understanding of the four arithmetic operations in relation to rational numbers. They make few mathematical errors during computation. Students can construct plane figures and perform most multi-step transformations. They can use and apply properties of similarities. Students can simplify and evaluate algebraic expressions and are able to add and subtract linear expressions. They can write and solve equations, and they show some knowledge of solving two-step equations. Using tables, charts, and organizers, students can represent, describe, and analyze relations. The student is able to use a variety of graphs and measures of central tendency to represent and interpret data.

Grade 8 Mathematics

PERFORMANCE LEVEL 1: Below Proficiency

The student at the **below proficiency** level in mathematics does not demonstrate the modified expectations set for students in the eighth grade. Students performing at this level demonstrate minimal evidence of conceptual knowledge of the four content domains. Even when provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, and formulas), they show minimal evidence of understanding and applying mathematical process skills to basic problem-solving situations. They demonstrate a limited understanding of mathematical language. Students have significant difficulty using mathematical representations to solve problems. They have a limited understanding of exponents, square roots, and scientific notation. They frequently make computational errors. Students can visually identify perpendicular or parallel lines from a given figure. They show minimal evidence of being able to use and apply properties of congruency. Students can recognize some relationships as linear when given a graph or scatter plot. Students inconsistently apply the vertical line test to determine if a graph represents a function. They demonstrate a minimal understanding of the concept of slope. They can solve some two-step equations with positive numbers. Students can answer simple questions regarding set notation from a given diagram. Given a tree diagram, they can find the number of outcomes. Students can identify the line of best fit given a simple scatter plot.

PERFORMANCE LEVEL 2: Emerging Proficiency

The student at the **emerging proficiency** level in mathematics meets the modified expectations set for students in the eighth grade. Students performing at this level demonstrate evidence of conceptual knowledge of the four content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, formulas), they show an ability to apply

mathematical process skills to problem-solving situations. They demonstrate an understanding of mathematical language and can sometimes recognize mathematical representations to solve problems. Students have a basic understanding of exponents, square roots, and scientific notation. They make some mathematical errors during computation. Students can identify properties of perpendicular and parallel lines when given a geometric figure. Students show evidence of being able to use and apply properties of congruency. They can simplify and evaluate algebraic expressions, relationships, and functions, making some computational errors. They demonstrate an adequate understanding of the concept of slope as a rate of change, but make some computational or procedural errors. They can find a solution set to a system of linear equations graphically. They can solve two-step equations and inequalities with positive numbers. Students are able to recognize data that can appropriately be modeled with a linear function. They can compute simple probabilities. Students can use addition and multiplication counting principles to determine outcomes of events. They can identify the intersection and union of a set when given a Venn diagram.

PERFORMANCE LEVEL 3: Basic Proficiency

The student at the **basic proficiency** level in mathematics surpasses the modified expectations set for students in the eighth grade. Students performing at this level demonstrate consistent evidence of knowledge of the four content domains. When provided with supports (e.g., thought bubbles, enhanced graphics, visual/graphic organizers, simplified language, formulas), they understand and apply mathematical process skills to problem-solving situations. They demonstrate a consistent understanding of mathematical language. Students can translate mathematical representations to solve problems. They have an understanding of exponents, square roots, and scientific notation. They make few computational errors. Students can identify and apply properties of perpendicular and parallel lines and show substantial ability to use those properties to determine congruency. Students can simplify and evaluate algebraic expressions, relationships, and functions. They can write and solve multi-step equations and inequalities. They can successfully evaluate systems of linear equations and inequalities. They are able to recognize data that can appropriately be modeled with a linear function. Students can use addition and multiplication counting principles to determine outcomes of events. They can compute simple and compound probabilities. They can represent, describe, and analyze sets and set notation.