

Delaware Student Testing Program

A SCORE RESULTS GUIDE FOR EDUCATORS

Prepared by Accountability Resources
Teaching and Learning Branch

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Section I: Introduction to the DSTP

Delaware students must meet world-class standards if they are to be competitive and successful in a global economy. To prepare our students for their future, our schools must support rigorous standards and each of our teachers must set high expectations. Our students must also commit themselves to the achievement of excellence.

Any system that hopes to accomplish such ambitious goals must have a yardstick by which to measure its progress. Delaware educators have developed the Delaware Student Testing Program (DSTP) that now serves as such a yardstick. The tests are tied to the Delaware content standards that define the knowledge and skills required for our students to succeed beyond high school. The results of the DSTP provide us with an understanding of how well we are preparing students to meet the many challenges that lie ahead. Whatever the results, Delaware students and educators will understand where we are so that we can tell how far we have to go. An accurate assessment of where we are is the first step towards getting where we want to be.

This past spring, the annual DSTP reading and mathematics tests in grades 2 -10 were administered to provide an accurate measure of how well our students are doing relative to Delaware's rigorous content standards. The science and social studies tests were also administered in grades 8 and 11. The grades 4 and 6 science and social studies tests were administered last October.

Purpose of the Test

The Delaware Student Testing Program is designed to:

- help schools and districts know if students are making progress on meeting standards
- help the state know how schools and districts are ensuring that students are being taught the standards

Questions and Answers about the 2010 DSTP

What are “Standards” and “Grade Level Expectations”?

The standards are the result of several years of work by Delaware educators to determine what Delaware students should know and be able to do as a result of their education. The standards for English language arts (reading and writing), mathematics, science and social studies were approved by the State Board of Education in 1995. Since then, each set of content standards has been periodically reviewed and updated as necessary. Delaware’s content standards have been widely recognized as among the best in the nation. Each teacher and each administrator in Delaware has a copy of the Standards. These standards are the basis for the design of the DSTP. When the curriculum and the assessments are both aligned to the content standards, valuable information is gained which helps improve instruction and student performance.

In 2005, Grade Level Expectations (GLE's) were developed to provide clarity for classroom teachers as to their specific responsibilities in guiding students to meet and exceed the Content Standards. These GLE's are used at the local level to develop curricula and assessments to monitor progress toward meeting and exceeding the standards. At the state level, they are used to develop or identify items for inclusion on the Delaware Student Testing Program (DSTP).

What kind of information is tested in each part of DSTP?

Reading: Reading is assessed using literature that informs, entertains or explains how to perform a task. Students are asked to read passages and then demonstrate their ability to comprehend, analyze and interpret what they have read by answering multiple choice, short answer, and extended response questions.

Mathematics: The mathematics section assesses a student’s ability to grasp key concepts and solve realistic problems. Multiple choice, short answer, and extended response questions are used to assess students’ conceptual knowledge, procedural knowledge, and knowledge of mathematical processes across core areas such as computation, measurement, algebra, and geometry. Because the test is focused on reasoning and analysis, students are permitted to use calculators on some parts of the test.

Science: The science section assesses a student’s ability to grasp key scientific principles and solve realistic problems. Multiple choice questions and short answer questions are used to assess students’ conceptual knowledge, procedural knowledge, and knowledge of scientific principles across core areas such as ecology, diversity of living things, life processes, dynamic systems, space, energy, properties of materials, and the nature and application of science and technology. The test is focused on reasoning and analysis.

Social Studies: The social studies section assesses a student's ability to grasp key concepts and apply this knowledge to everyday living within a diverse world, and within a democratic system. Multiple choice questions and short answer questions are used to assess students' conceptual knowledge and analytical abilities across core areas such as civics, economics, geography, and history. The test is focused on reasoning and analysis across core areas.

What are scaled scores and what is the advantage of using them?

The number of correct responses a student gives to test items is called a raw score. The reading and mathematics raw scores are converted to scaled scores by use of the Item Response Theory, Rasch Model process. This is a widely accepted scaling procedure used by testing companies. The primary purpose of converting raw scores to scaled scores is to aid in interpreting students' test results. Scaled scores allow comparison of the scores of a student over time from grade to grade. This permits an examination of the student's growth over time. Scaling also permits the examination of other trends in performance of groups of students over time within a grade level.

What reports are available and how can they be accessed?

Individual student reports are produced and provided to the student's parent or guardian and for the school files.

School, district, and state summary reports (that do not contain individual student scores) can be accessed by the public using the Department of Education website at: www.doe.k12.de.us/aab.

There are five types of reports available on the DSTP-OR registered user system. Superintendents, principals, administrators, and registered teachers have access to these reports.

1. Individual Student Score Reports:

The student's results are reported to parents and to schools so parents and teachers can review the indicators of the student's academic strengths and weaknesses and can begin to assist students in meeting the content standards.

After the administration of the DSTP in the spring of 1999, the results were used to develop decision points for performance levels (see page 10 for reading and writing, and page 19 for mathematics). During the summer of 2005, these decision points were reaffirmed or adjusted for grades 3, 5, 8 and 10 and set and adopted for grades 2, 4, 6, 7, and 9.

2. School Score Reports:

The student performance on the DSTP for the entire school can assist school staff in evaluating how the curriculum is functioning: What are the strengths of the curriculum? What are the weaknesses? What overall curriculum changes might be necessary to

assist students in meeting the standards? The school score reports can provide a signal to the principal that additional resources may be needed or reallocated to assist teachers in providing the necessary instruction.

3. District Score Reports:

The district-wide student performance on the DSTP allows district staff to identify strengths and weaknesses common to the schools in the district. This information permits the district administrators to examine district-wide curriculum that works, curriculum that needs adjustment, resource allocation, and/or any other adjustment that might be necessary.

4. State Score Reports:

The statewide scores permit the public to monitor the collective progress of students toward meeting the Delaware content standards. It is anticipated that the statewide scores on the DSTP will increase for students as teachers and school administrators begin to identify strengths and weaknesses and to continue to work for changes to improve the educational process.

5. Selected Group Score Reports:

The student performance on the DSTP for a selected class or group allows the school administrators and registered teachers to focus on special curricular issues of that group. These scores can provide a signal to the principal that additional resources may be needed or reallocated to assist teachers in providing the necessary instruction for this group.

Reports

Reports sent to parents

Parents of students in grades 2, 3, 4, 5, 6, 7, 8, 9, and 10 receive two printed reports:

- The 2010 DELAWARE STUDENT TESTING PROGRAM Reading Individual Report, and
- The 2010 DELAWARE STUDENT TESTING PROGRAM Mathematics Individual Report.

Parents of students in grades 4, 6, 8, or 11 receive a printed report:

- The 2010 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies Individual Report. Reports for 8th and 11th grade students will be sent in September of 2010, reports for 4th and 6th grade students were sent in January 2010.

Reports available for public access

DSTP On-line summary reports are available for public access. These reports can be accessed through the Delaware Department of Education website: www.doe.k12.de.us/aab. After connecting with the website, click on the link for "DSTP Online Reports." The following reports can be accessed:

- overall summary reports,
- disaggregated reports,
- matched-scores reports,
- summary by district, and
- school summaries.

Reports generated by the DSTP-OR System

A DSTP-OR system report can be obtained through the Delaware DOE Web site. The site is secure and a password is required to access student information. Contact your principal regarding the policy for requesting this secure information. Teachers may obtain a password through approval of their principal to directly access student data. The reports provide student score information for reading, mathematics, science, and social studies. There are several DSTP-OR reports that may be of special interest to you as a classroom teacher:

- a report of test scores and/or performance levels of selected students in your classroom or school;
- a summary report of test scores and/or performance levels of selected students in your classroom or school;
- instructional needs report for selected students or school;
- student DSTP performance level comparison based on matched scores.

Reports available to teachers

For grades 2 through 10, through on-line reporting teachers can produce:

- Reading scores for each student in the class and summary reports for the entire class,
- Mathematics scores for each student in the class and summary reports for the entire class,

For grades 4, 6, 8, and 11, through on-line reporting teachers can produce:

- Science and social studies scores for each student in the class and summary reports for the entire class.

Reports for administrators

Schools

For each school, three basic reports can be accessed:

- For students in grades 2 through 10, the 2010 DELAWARE STUDENT TESTING PROGRAM Reading Report for the School,
- For students in grades 2 through 10, the 2010 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the School, and

- For students in grades 4, 6, 8, and 11, the 2010 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies School Report. (Reports for 8th and 11th grade students will be available in fall of 2010, reports for 4th and 6th grade students will be available in January 2010.)

School personnel can also generate selected group reports for grades 2 through 10 in Reading and Mathematics and for grades 4, 6, 8 and 11 for Science and Social Studies.

Districts

For each district, three basic reports can be accessed:

- Students in grades 2 through 10, the 2010 DELAWARE STUDENT TESTING PROGRAM Reading Report for the District,
- Students in grades 2 through 10, the 2010 DELAWARE STUDENT TESTING PROGRAM Mathematics Report for the District, and
- Students in grades 4, 6, 8, and 11, the 2010 DELAWARE STUDENT TESTING PROGRAM Science and Social Studies District Report. (Reports for 8th and 11th grade students will be sent in September of 2010, reports for 4th and 6th grade students will be sent in January 2010.)

District personnel can also generate selected group reports for grades 2 through 10 in Reading and Mathematics and for grades 4, 6, 8 and 11 for Science and Social Studies.

SECTION II:

Understanding the Reading Report

The score report you receive contains five sections of information regarding student performance on reading:

- A. Grade Tested, Test Date and SAT-10 Level /Form, and SAT-10 Norms
- B. Your Performance Levels (one of three) and scores for reading.
- C. The reading scaled score of a student compared to other students tested at the same grade level in the school;
The average reading scaled score for the school (for students tested at the same grade level);
The average reading scaled score for the district (for students tested at the same grade level);
- D. Student's SAT-10 percentile rank for reading at the grade level tested;
- E. Student's Instructional Needs for reading.

A. Grade Tested, Test Date, SAT-10 Level/Form and SAT-10 Norms

This part of the score report provides general information about the administration of the test:

- The grade level at which the student was tested is reported next to **Grade Tested:**
- The date the student took this test is listed after **Test Date:**
- Following the test date is the **SAT-10 Level/Form**. The SAT-10 is an acronym for the *Stanford Achievement Test-Tenth Edition*. The SAT-10 is a standardized, nationally administered test. The level refers to test appropriate for the grade tested. The form refers to one that is secure for statewide use only.

- To create the national **SAT-10 Norms**, this standardized test was administered to a representative sample of from 225,000 to 250,000 students nationwide. Their score results are referred to as national norms, or more usually, “norms”. The norms become a reference point against which to compare the performance of any student who then takes the SAT-10. The norms for this test were developed in 2002.

B. Performance Levels: Reading

Performance Level Cut Point Development

During the fall of 1999, a group of 188 participants consisting of 83% teachers, 7% administrators, 9% parents, and 1% participants from organizations or from the community, met under the guidance of Harcourt Assessment, Inc., to develop the “Meets the Standard” and “Exceeds the Standard” cut points. A subset of these participants developed the cut points for reading and writing. The methodology used by judges for setting the cut points is referred to as “Item Mapping” by some measurement companies, and “Bookmarking” by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and insert “bookmarks” at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges’ recommendations for the “Meets the Standard” and “Exceeds the Standard” performance levels had been finalized, the Department of Education, with the technical assistance of Harcourt Assessment, Inc., calculated the cut points for the “Below the Standard” and “Well Below the Standard” levels, and the cut point for the “Distinguished” performance level. In the winter of 2002, the writing cut points were adjusted. In the summer of 2005, the cut scores for Grades 3, 5, 8 and 10 were revisited and some adjustments were made. The cut scores for grades 2, 4, 6, 7, and 9 were also set at this time.

There are five performance levels in reading and writing that are consistent with Delaware’s accountability law. The following describe each level:

<u>Performance Level</u>	
Level 5	Distinguished Performance
Level 4	Exceeds the Standard
Level 3	Meets the Standard
Level 2	Below the Standard
Level 1	Well Below the Standard

The Delaware Performance Level Descriptors (PLDs) provide a summary of what students should know and be able to do in reading at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above

Performance Level 3 exceed the standards and those below, need intervention. The Performance Level Descriptors are listed in Appendix B. The PLDs are posted on the website by grade level.

Cut Points for Reading for Grades 2 through 10:

The DSTP Reading scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 2		360 or less	361-418	419 or more	
Grade 3	386 or less	387 to 414	415 to 465	466 to 481	482 or more
Grade 4	413 or less	414 to 439	440 to 482	483 to 502	503 or more
Grade 5	426 or less	427 to 452	453 to 501	502 to 528	529 or more
Grade 6	434 or less	435 to 459	460 to 503	504 to 541	542 or more
Grade 7	437 or less	438 to 464	465 to 522	523 to 556	557 or more
Grade 8	465 or less	466 to 494	495 to 552	553 to 583	584 or more
Grade 9	467 or less	468 to 497	498 to 557	558 to 585	586 or more
Grade 10	469 or less	470 to 500	501 to 561	562 to 587	588 or more

C. Score Comparisons of Grade Tested: Reading

This section contains score comparisons of an individual student's reading score against the students in the school tested at the same grade level. The student's score is found on the line between the lowest scale score listed on the left-hand side of the line and the maximum scale score on the right. You can also compare an individual student's performance to the performance of the students tested at the same grade level in the district and in the state.

The Individual Student's Score

In this section you can see how well an individual student is performing, as compared to the students tested at the same grade in the school by locating the position of the students' score on the scale relative to the position of the score for the students who took the test at the same grade level in the school. You can also compare the student's performance to the performance of all same grade students in the district and in the state.

The School's Score

You can see how the students tested at the same grade level in the school are performing on reading compared to the students in the district who took the test at that grade level by examining the position of the school's score on the scale relative to the

district's score. You can also compare the school's score to the performance of the students tested at the same grade level in the state.

The District's Score

Also, you can see how the students tested at the same grade level in the district are performing on reading compared to students statewide who took the test at the same grade level by examining the position of the district's score on the scale relative to the state's score.

The State of Delaware's Score

In addition, you can see how the students who took the same grade level test in the State of Delaware are performing on reading by examining the position of the state's score on the scale.

D. A Student's Percentile Rank for Reading

The percentile rank for reading is obtained from the abbreviated form of the Stanford Achievement Test, Version 10 (SAT-10) that is embedded in the DSTP. The SAT-10 is included for several reasons:

- It allows comparisons of the reading performance of Delaware students on a nationally used standardized test, thus permitting the comparison of student performance on general reading proficiency to other students across the United States.
- A subset of the SAT-10 items are directly related to the Delaware Reading Standards and are a part of the DSTP score.
- The SAT-10 items included in the DSTP permit the important and efficient psychometric process of equating and scaling the DSTP from one administration of the test to subsequent administrations of the test.

A percentile rank is a way of looking at how well an individual student performed on the SAT-10 reading test relative to all the same grade students in the national norms. Percentile rank gives you the additional information as to what percentage of same grade students in the norms scored higher or lower than an individual student. For example, if a student had a reading percentile rank of 91, it means that 91 percent of the students in the national norms scored **below** the student and only 9 percent scored **at or higher than the student's score**. If the student had a reading percentile rank of 54, it means that 54 percent of the students in the national norms scored **below** the student and that 46 percent scored **at or higher** than the student's score. If the student had a percentile rank of 29, it means that 29 percent of students in the national norms scored **below** the student and that 71 percent scored **at or higher than the student's score**.

In some cases a student might score higher or lower on the SAT-10 reading test than on the DSTP reading test. It must be kept in mind that a student's SAT-10 percentile rank score cannot be directly compared to the relative scale position of the DSTP reading test score. There are several reasons why these scores are non-comparable:

- The SAT-10 reading test is not directly aligned with Delaware reading content standards. A portion of the SAT-10 reading test is related to the reading content standards and is included in the DSTP score, whereas the DSTP reading test is **completely aligned** with the English language arts content standards.
- The SAT-10 is entirely comprised of multiple-choice items, whereas the DSTP is comprised of multiple choice, short answer, and extended response items. Writing short answers and extended responses requires very different skills than selecting the answer on a multiple-choice item. Because the items on the SAT-10 and the DSTP reading test are very different in format (multiple choice vs. multiple choice, short answer, and extended response), they measure very different aspects of reading and their results cannot be directly compared.
- The score for the DSTP reading test is based on a substantially larger number of test items than the score for the SAT-10 reading test. This means that the DSTP reading test samples a larger portion of the student's reading skills as defined by the English language arts content standards than does the SAT-10.

E. Instructional Needs: Reading

This section of the report provides feedback that depends on what items an individual student answered correctly and incorrectly, and/or how the items were answered. For that reason, each student's report will likely differ from another student's report.

In reading, comments are produced depending on the kind of items a student can and cannot answer. For example, if items that measured the student's ability to understand the central ideas in a piece of text are answered incorrectly, a comment would be produced stating that the student needed to work on "interpreting meaning by drawing conclusions about the central ideas in a text..." The instructional needs comments provide the student, the parent, the teacher, and the administrator with information about the areas in which the student needs to improve performance.

On the on-line District and School Summary Reports, all comments that may be triggered are listed. For each comment, the number, and the percent of students that triggered the comment is reported. This summary of individual student instructional needs for the school or the district can provide information about the areas in which the students as a group need to improve performance. In addition to reading the district or school summary reports, teachers can also generate and review a report for selected students in the classroom and review an individual student's instructional comments. These reports can be obtained from the DOE website DSTP-OR restricted access site.

Although not all comments are triggered at all grade levels, the following are the comments that can be triggered by student responses to one or more of the reading items:

- determining meaning by reading more carefully to retell or restate information from the text,
- determining meaning by using context clues, identifying story elements and organizing important points to understand the text,
- interpreting meaning by drawing conclusions about the central ideas in a text and understanding why a text was written,
- interpreting meaning by using information to make inferences,
- extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts,
- extending meaning by understanding the effects of author's techniques and decisions,
- extending meaning by using text to formulate, express, and support opinions,
- extending meaning by extending inferences about contents, events, characters, setting, theme and style, and/or
- continuing use of good reading strategies. Congratulations!

It should be noted that the comments on the instructional needs in reading:

- reflect the Delaware content standards for reading;
- are listed from basic to complex as indicated in the Delaware content standards for reading;
- were developed to help teachers examine the instructional needs of their students; and
- relate highly to the Performance Level Descriptors (PLDs) – see Appendix B to see the match between PLDs and the instructional needs comments.

SECTION III: UNDERSTANDING THE MATHEMATICS REPORT

For grades 2 through 10, the Mathematics Individual Report has five sections of information on student performance:

- A. Grade Tested, Test Date, SAT-10 Level Form and SAT-10 Norms;
- B. A student's Performance Level and score in mathematics;
- C. The mathematics scaled score for a student compared to other students tested at the same grade level in the school;
The average mathematics scaled score for the school (for students tested at the same grade level);
The average mathematics scaled score for the district (for students tested at the same grade level);
The average mathematics scaled score for the State of Delaware (for students tested at the same grade level);
- D. Students' SAT-10 percentile rank for mathematics for the grade level tested; and
- E. Students' Instructional Needs in mathematics.

Each section of the Mathematics Individual Report is discussed below. A sample of a Mathematics Individual Report is found in Appendix A.

A. Grade Tested, Test Date, SAT-10 Level/Form and SAT-10 Norms

Like the Reading Report, this part of the score report provides general information about the administration of the test:

- The grade level at which the student was tested is reported next to **Grade Tested:**
 - The date the student took this test is then listed after **Test Date:**
 - Following the test date is the **SAT-10 Level/Form**. The SAT-10 is an acronym for the *Stanford Achievement Test-Tenth Edition*. The SAT-10 is a standardized, nationally administered test. The level refers to test appropriate for the grade tested. The form refers to one that is secure for statewide use only.
 - To create the national **SAT-10 Norms**, this standardized test was administered to a representative sample of from 225,000 to 250,000 students nationwide. Their score results are referred to as national norms, or more usually, “norms”. The norms become a reference point against which to compare the performance of any student who then takes the SAT-10. The norms for this test were developed in 2002.

B. Performance Levels: Mathematics

Performance Level Cut Point Development

During the fall of 1999, a group of 188 participants consisting of 83% teachers, 7% administrators, 9% parents, and 1% organization or community members, met under the guidance of Harcourt Assessment, Inc., to develop the “Meets the Standard” and “Exceeds the Standard” cut points. A subset of these participants developed the cut points for mathematics. The methodology used by judges for setting the cut points is referred to as “Item Mapping” by some measurement companies, and “Bookmarking” by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and insert “bookmarks” at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges’ recommendations for the “Meets the Standard” and “Exceeds the Standard” performance level had been finalized, the Department of Education, with the technical assistance of Harcourt Assessment, Inc., calculated the cut points for the “Below the Standard” and “Well Below the Standard” levels, and the cut point for the “Distinguished” performance level. In the summer of 2005, the cut scores for Grades 3, 5, 8 and 10 were revisited and some adjustments were made. The cut scores for grades 2, 4, 6, 7, and 9 were also set at this time.

There are five performance levels in Mathematics that are consistent with Delaware's accountability law. The following describe each level:

Performance Level

- Level 5 Distinguished Performance
- Level 4 Exceeds the Standard
- Level 3 Meets the Standard
- Level 2 Below the Standard
- Level 1 Well Below the Standard

The Delaware Performance Level Descriptors (PLDs) provide a summary of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention. The Performance Level Descriptors are listed in Appendix B. The PLDs are posted on the website by grade level.

Cut Points for Mathematics for Grades 2 through 10

The DSTP Mathematics scale scores by performance level are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 2	-----	350 or less	351-403	404 or more	-----
Grade 3	380 or less	381 to 406	407 to 460	461 to 498	499 or more
Grade 4	407 or less	408 to 431	432 to 476	477 to 504	505 or more
Grade 5	432 or less	433 to 450	451 to 504	505 to 527	528 or more
Grade 6	450 or less	451 to 465	466 to 517	518 to 538	539 or more
Grade 7	458 or less	459 to 471	472 to 519	520 to 542	543 or more
Grade 8	468 or less	469 to 486	487 to 526	527 to 548	549 or more
Grade 9	485 or less	486 to 513	514 to 553	554 to 569	570 or more
Grade 10	505 or less	506 to 522	523 to 558	559 to 577	578 or more

C. Score Comparisons of Grade Tested: Mathematics

This section contains score comparisons of the student's mathematics score against the students tested at the same grade level in the school. For mathematics, the student's score is found on the line between the lowest scale score and the maximum scale score. You can also compare the student's performance to the performance of the students tested at the same grade level in the district and in the state.

The Individual Student's Score

In this section you can see how well the student is performing as compared to the students tested at the same grade level in the school by locating the position of the student's score on the scale. You can also compare the student's performance to the performance of the students tested at the same grade level in the district and in the state.

The School's Score

Also, you can see how the students tested at the same grade level in the school are performing on mathematics compared to the students tested at that grade level in the district by examining the position of the school's score on the scale. You can also compare the school's score to the performance of the students tested at that grade level in the state.

The District's Score

Also, you can see how the students tested at the same grade level in the district are performing on mathematics compared to students statewide who took the test at that grade level by examining the position of the district's score on the scale relative to the state's score.

The State of Delaware's Score

In addition, you can see how the students who took the test at the same grade level in the State of Delaware are performing on mathematics by examining the position of the state's score on the scale.

D. A Student's Percentile Rank For Mathematics

The percentile rank for mathematics is obtained from the abbreviated form of the Stanford Achievement Test (SAT-10) that is embedded in the DSTP. The SAT-10 is included for several reasons:

- It allows comparisons of the mathematics performance of Delaware students on a nationally used standardized test, thus permitting the comparison of student performance on general mathematics proficiency to other students in the nation.
- A subset of the SAT-10 items is directly related to the Delaware Mathematics Standards and is part of the DSTP score.

- The embedded SAT-10 items permit the important and efficient psychometric process of equating and scaling the DSTP test from one administration of the test to subsequent administrations of the test.

A percentile rank is a way of looking at how well an individual student performed on the SAT-10 mathematics test relative to all the same grade students in the national norms. Percentile rank gives you information as to what percentage of students tested at the same grade level in the national norms scored higher or lower than the student. For example, if the student had a mathematics percentile score of 98, it means that 98 percent of the students in the national norms scored **below** the student and only 2 percent scored **at or higher than the student's score**. If the student had a Mathematics percentile of 45, it means that 45 percent of the students in the norms scored **below** the student and 55 percent scored **at or higher than the student's score**. If the student had a percentile score of 20, it means that 20 percent of students in the norms scored **below** the student and that 80 percent scored **at or higher than the student's score**.

In some cases a student might score higher or lower on the SAT-10 mathematics test than on the DSTP mathematics test. It must be kept in mind that a student's SAT-10 percentile rank score cannot be directly compared to the relative scale position of the DSTP mathematics test score. There are several reasons why these scores are non-comparable:

- The SAT-10 mathematics test is not directly aligned with Delaware mathematics content standards. A portion of the SAT-10 mathematics test is related to the mathematics content standards and is included in the DSTP score, whereas the DSTP mathematics test is **completely aligned** with the mathematics content standards.
- The SAT-10 is entirely comprised of multiple-choice items, whereas the DSTP is comprised of multiple choice, short answer, and extended response items. Writing short answers and extended responses require very different skills than selecting the answer on a multiple-choice item. Because the items on the SAT-10 and the DSTP mathematics test are very different in format (multiple choice vs. multiple choice, short answer, and extended response), they measure very different aspects of mathematics and their results cannot be directly compared.
- The score for the DSTP mathematics test is based on a substantially larger number of test items than the score for the SAT-10 mathematics test. This means that the DSTP mathematics test samples a larger portion of the student's mathematical skills as defined by the Mathematics content standards than does the SAT-10.

E. Instructional Needs: Mathematics

This section of the report provides feedback that depends on what items each student in your classroom answered correctly and incorrectly, and/or how the items are answered. The instructional needs comments provide the student, the parent, the teacher, and the administrator with information about the areas in which the student needs to improve performance.

On the on-line District and School Summary Reports, all comments that may be triggered are listed. For each comment, the number and the percent of students that triggered the comment is reported. This summary of individual student instructional needs for the school or the district can provide information about the areas in which the students as a group need to improve performance. In addition to reading the district or school summary reports, teachers can also generate and review a report for selected students in the classroom and review an individual student's instructional comments. These reports can be obtained from the DOE website DSTP-OR restricted access site.

The mathematics instructional needs comments contain information that teachers can utilize when making decisions about mathematics instruction for their students. The higher the percentage of students indicated as having a need, the more likely it is that additional instruction in that area of the standards will improve test scores.

It should be noted that the mathematics instructional needs:

- reflect the Delaware content standards for mathematics;
- are listed in a manner consistent with the Delaware standards for mathematics;
- were developed to help teachers examine the instructional needs of their students, and
- relate highly to the Performance Level Descriptors (PLDs) – see Appendix B to see the match between PLDs and the instructional needs comments.

The mathematics standards support approximately twelve broadly stated comments—depending on the grade level—that relate to mathematics. Not all comments are triggered at all grade levels. The comments for the mathematics instructional needs reports were developed by grouping together several of Delaware's mathematics content standards with similar content. In Appendix B, all possible comments that can be triggered by student responses to the mathematics items are listed under the related Performance Level Descriptor.

SECTION V: UNDERSTANDING THE SCIENCE/ SOCIAL STUDIES REPORT

The Science and Social Studies Individual Report has four sections of information on student performance:

- A. Grade Tested and Test Date:
- B. The student's Performance Levels and scores on science and social studies;
- C. The science and social studies scaled scores for the student compared to other students tested at the same grade level in the school;
The average science and social studies scaled score for the school (for students tested at the same grade);
The average science and social studies scaled scores for the district (for students tested at the same grade);
The average science and social studies scaled scores for the State of Delaware (for students tested at the same grade);
- D. The student's points earned compared with the average points earned by other students tested at the same grade level in the school, district and state for each area within the science test: inquiry, physical science, earth science, and life science. The student's points earned compared with the average points earned by other students tested at the same grade level in the school, district and state for each area within social studies: civics, economics, geography, and history

A. Grade Tested and Test Date

Like the Reading and Mathematics Report, this part of the score report provides general information about the administration of the test:

- The grade level (04, 06, 08, or 11) at which your student was tested is reported next to **Grade Tested**:
- The date your student took this test is listed behind **Test Date**:

Unlike the reading and mathematics score report, there are no national standardized tests in science and social studies that match the Delaware Content Standards, thus no national norms are available.

B. Performance Levels: Science and Social Studies

Performance Level Cut Point Development

During the summer of 2001 for grades 8 and 11 and winter of 2002 for grades 4 and 6, a group of teachers, administrators, parents, and organization or community members met under the guidance of Harcourt Assessment, Inc., to develop the “Meets the Standard” and “Exceeds the Standard” cut points. The methodology used by judges for setting the cut points is referred to as “Item Mapping” by some measurement companies, and “Bookmarking” by other companies. This procedure required several groups of judges to examine a book of DSTP items arranged from the easiest to the most difficult and insert “bookmarks” at the items they felt most strongly defined where a cut should be placed. Each group of judges worked with a single test at a single grade. Once the judges’ recommendations for the “Meets the Standard” and “Exceeds the Standard” performance level had been finalized, the Department of Education, with the technical assistance of Harcourt Assessment, Inc., calculated the cut points for the “Below the Standard” and “Well Below the Standard” levels, and the cut point for the “Distinguished” performance level.

The five performance levels in both science and social studies are consistent with Delaware’s accountability law. The following describe each level:

<u>Performance Level</u>		<u>Described as:</u>
Level 5	Distinguished Performance	Exemplary
Level 4	Exceeds the Standard Performance	Very Good
Level 3	Meets the Standard Performance	Good
Level 2	Below the Standard Performance	Needs Improvement
Level 1	Well Below the Standard Performance	Needs Significant Improvement

Cut Points for Science

The DSTP Science scale scores by performance levels are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 4	285 or less	286 to 299	300 to 324	325 to 335	336 or more
Grade 6	284 or less	285 to 299	300 to 324	325 to 334	335 or more
Grade 8	279 or less	280 to 299	300 to 324	325 to 337	338 or more
Grade 11	281 or less	282 to 299	300 to 324	325 to 334	335 or more

Cut Points for Social Studies

The DSTP Social Studies scale scores by performance levels are as follows:

	Well Below the Standard	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished Performance
Grade 4	284 or less	285 to 299	300 to 324	325 to 336	337 or more
Grade 6	285 or less	286 to 299	300 to 324	325 to 334	335 or more
Grade 8	281 or less	282 to 299	300 to 324	325 to 334	335 or more
Grade 11	275 or less	276 to 299	300 to 324	325 to 336	337 or more

C. Score Comparisons of Grade Tested: Science/Social Studies

This section contains score comparisons of the individual student's science and social studies scores against the students tested at the same grade level in the school. For science, the student's score is found on the line between the lowest scale score and the maximum scale score. You can also compare the student's performance to the performance of the students tested at the same grade level in the district and in the state. The scale on the right is the social studies score and is structured similarly.

The Individual Student's Score

In this section you can see how well the student is performing as compared to the students tested at the same grade level in the student's school by locating the position of the student's score on the scale. You can also compare the student's performance to the performance of the students tested at the same grade level in the district and in the state.

The School's Score

You can see how the students tested at the same grade level in the school are performing compared to the students tested at the same grade level in the district or state by examining the position of the school's score on the scale.

The District's Score

Also, you can see how the students tested at the same grade level in the district are performing compared to students statewide who took the same grade level test by examining the position of the district's score on the scale.

The State of Delaware's Score

In addition, you can see how the students who took the science and social studies tests at the same grade level in the State of Delaware are performing by examining the position of the state's score on the scale.

D. Science and Social Studies Content Areas

Science

This section provides feedback that reflects the number of items the student answered correctly in each of the following areas of science: inquiry, physical science, earth science, and life science. Listed in the left hand column is the number of points possible in each area. The second column shows the number of points the student scored in each area. The corresponding columns give the average number of points scored by other students tested at the same grade level in the school, district, and state. The classroom teacher can give you concrete suggestions on how you might help the student improve performance in any area in which the student may have a low score.

Social Studies

This section of the report provides feedback that depends on the number of items the student answered correctly in each of the following areas of social studies: civics, economics, geography, and history. Listed in the left hand column is the number of points possible in each area. The second column shows the number of points the student scored in each area. The corresponding columns give the average number of points scored by other students tested at the same grade level in the school, district, and state. The classroom teacher can give you concrete suggestions on how you might help the student improve performance in any area in which the student may have a low score.

APPENDIX A: SAMPLE REPORTS

Following are samples of the various reports from the 2010 administration of the DSTP. These reports **do not contain real data**. The reports included are:

1. Reading Individual Report – Grade 8 Sample
2. Mathematics Individual Report – Grade 3 Sample
3. Science and Social Studies Individual Report – Grade 8 Sample



2010 DELAWARE STUDENT TESTING PROGRAM

Reading Individual Report for

FIRSTNAME M LASTNAME

Student ID#: 0000000000

GRADE TESTED: 08
TEST DATE: 03/01/10
SAT10 LEVEL FORM: A1 B
SAT10 NORMS: 2002 PD 13

SCHOOL: SAMPLE SCHOOL -000
DISTRICT: SAMPLE DISTRICT -00

PERFORMANCE LEVELS

This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Reading performance of this student falls into one of five levels.

Performance Levels are:
Distinguished

Exceeds the standard

Meets the standard ✓ 498

Below the standard

Well Below the standard



SCORE COMPARISONS OF GRADE TESTED

Reading

Certain items on the Reading part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.



INSTRUCTIONAL NEEDS

To improve performance in READING, your child should work on:

- determining meaning by reading more carefully to recall or restate information from the text
- interpreting meaning by showing conclusions and making inferences about ideas in a text and understanding why a text was written.
- interpreting meaning by understanding elements of text (e.g., figurative language, genre, fact/opinion, comparisons).
- extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts.
- extending meaning by evaluating text for bias and accuracy in order to formulate and support opinions.

COPY 01

Please see your child's teacher for more information.

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Process No.: 17788999-0DSBERL-0000-10210-9
00000



2010 DELAWARE STUDENT TESTING PROGRAM

Mathematics Individual Report for

FIRSTNAME M LASTNAME

Student ID#: 0000000000

GRADE TESTED: 03
TEST DATE: 03/10/10
SAT10 LEVEL/FORM: P3/B
SAT10 NORMS: 2002.PD.13

SCHOOL: SAMPLE SCHOOL-000
DISTRICT: SAMPLE DISTRICT -00

PERFORMANCE LEVELS

This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Mathematics performance of this student falls into one of five levels.

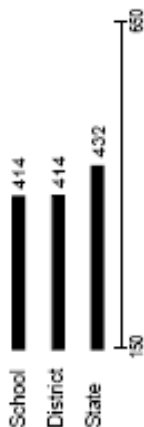
Performance Levels are:
Distinguished

Exceeds the standard

Meets the standard **✓ 415**

Below the standard

Well Below the standard



SCORE COMPARISONS OF GRADE TESTED

Mathematics

Certain items on the Mathematics part of the test were administered to a national sample of students. The percentile below represents how your child performed on those items compared to other students in the same grade throughout the country.



INSTRUCTIONAL NEEDS

To improve performance in MATHEMATICS, your child should work on:

- Number Concepts**
 - using estimation skills to approximate an answer.
 - using fractions to represent a whole.
- Patterns, Algebra, and Functions**
 - recognizing and extending a variety of patterns.
- Geometry**
 - recognizing and transforming simple geometric figures.
 - analyzing properties of simple geometric figures.
 - measuring length of simple figures.
- Probability and Statistics**
 - determining the likelihood of simple events.
- Reasoning and Communication**
 - olving multi-step problems.
 - communicating mathematical arguments.

COPY 01

Please see your child's teacher for more information.

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Process No.: 17788999-0DS3MREJ-0000-10210-9
00000

3. Science and Social Studies Individual Report – Grade 8 Sample

2010 DELAWARE STUDENT TESTING PROGRAM

Science & Social Studies: Individual Report for

FIRSTNAME M LASTNAME

Student ID#: 0000000000



SCHOOL: SAMPLE SCHOOL -000
DISTRICT: SAMPLE DISTRICT -00

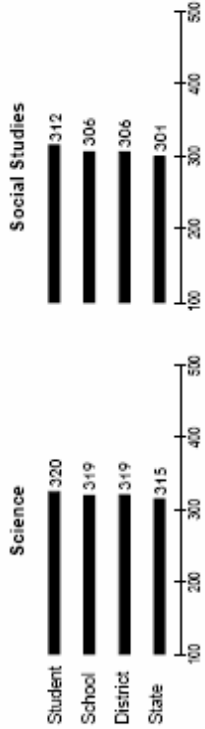
GRADE TESTED: 08
TEST DATE: 05/18/10

PERFORMANCE LEVELS

This test is designed to measure your child's progress in terms of the Delaware Content Standards. The Science and Social Studies performance of this student falls into one of five levels.

Performance Levels are:	Science Level and Score	Social Studies Level and Score
Exceeds the standard		
Meets the standard	✓ 320	✓ 312
Below the standard		
Well Below the standard		

SCORE COMPARISONS OF GRADE TESTED



CONTENT AREAS

CONTENT AREA	SCIENCE:		SOCIAL STUDIES:	
	Total Points Possible	Student Points Earned	Total Points Possible	Student Points Earned
Inquiry	13	10	17	9
Physical Science	19	11	17	12
Earth Science	16	10	17	10
Life Science	20	13	17	12
			Average Points Earned	
			School	9.5
			District	10.8
			State	10.0

APPENDIX B: PERFORMANCE LEVEL DESCRIPTORS

1. Reading Performance Level Descriptors – Grades 2-10
2. Writing Performance Level Descriptors – Grades 3-10
3. Mathematics Performance Level Descriptors – Grades 2-10

A match of the instructional needs comments and the Performance Level Descriptors is provided for reading in this Appendix by indicating the number of the related instructional needs comment in parenthesis behind each Performance Level Descriptor. The reading instructional needs comments are:

- 1. determining meaning by reading more carefully to retell or restate information from the text,**
- 2. determining meaning by using context clues, identifying story elements and organizing important points to understand the text,**
- 3. interpreting meaning by drawing conclusions and making inferences, about ideas in a text and understanding why a text was written,**
- 4. interpreting meaning by understanding elements of text (e.g., figurative language, genre, fact/opinion, comparisons),**
- 5. extending meaning by drawing conclusions and using critical thinking to connect and synthesize information within and across text, ideas, and concepts,**
- 6. extending meaning by understanding the effects of author's techniques and decisions,**
- 7. extending meaning by evaluating text for bias and accuracy in order to formulate and support opinions.**

Performance Level Descriptors for Grade 2 Reading

Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Inconsistently locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 8)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (5,7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 8)
 - Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely identifies and explains figurative language and rarely differentiates between literal and non-literal meanings. (4)
 - Inconsistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Inconsistently identifies story elements, genres, story features, and story structures. (2)
 - Inadequately makes inferences about characters and their motivations with minimal support from the story. (4, 8)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 8)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Inadequately makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains the purpose and effect of media messages. (3)
 - Inconsistently distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 2 Reading

Meets the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
 - Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (5, 7)
 - Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
 - Adequately identifies and explains figurative language and adequately differentiates between literal and non-literal meanings. (4)
 - Adequately identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Adequately identifies story elements, genres, story features, and story structures. (2)
 - Adequately makes inferences about characters and their motivations with some relevant support from the story. (3, 6)
 - Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures. (2)
 - Adequately makes inferences about content with some relevant support from the text. (3)
 - Adequately identifies and explains the purpose and effect of media messages. (3)
 - Adequately distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 2 Reading

Exceeds the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
 - Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (5, 7)
 - Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
 - Thoroughly identifies and explains figurative language and thoroughly differentiates between literal and non-literal meanings. (4)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Consistently identifies story elements, genres, story features, and story structures. (2)
 - Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (4, 6)
 - Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Consistently identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
 - Thoroughly identifies and explains the purpose and effect of media messages. (3)
 - Consistently distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 3 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely identifies and explains figurative language and rarely differentiates between literal and non-literal meanings. (4)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2, 4)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (3, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains the purpose and effect of media messages. (3, 5)
 - Rarely distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 3 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
- Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
- Inadequately identifies and explains figurative language and inadequately differentiates between literal and non-literal meanings. (4)
- Inconsistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures. (2, 4)
- Inadequately makes inferences about characters and their motivations with mostly general support from the story. (3, 6)
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures. (2)
- Inadequately makes inferences about content with mostly general support from the text. (3)
- Inadequately identifies and explains the purpose and effect of media messages. (3, 5)
- Inadequately distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 3 Reading

Level 3: Meets the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
- Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
- Adequately identifies and explains figurative language and adequately differentiates between literal and non-literal meanings. (4)
- Adequately identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
- Adequately makes inferences about characters and their motivations with some relevant support from the story. (4, 6)
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures. (2)
- Adequately makes inferences about content with some relevant support from the text. (3)
- Adequately identifies and explains the purpose and effect of media messages. (3, 5)
- Adequately distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 3 Reading

Level 4: Exceeds the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
 - Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
 - Thoroughly identifies and explains figurative language and thoroughly differentiates between literal and non-literal meanings. (4)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
 - Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (3, 6)
 - Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Consistently identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
 - Thoroughly identifies and explains the purpose and effect of media messages. (3, 5)
 - Consistently distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 3 Reading

Level 5: Distinguished

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
 - Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly and effectively summarizes, graphic organizers, and outlines to organize text. (2)
 - Thoroughly and effectively identifies and explains figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (4)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
 - Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (3, 6)
 - Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
 - Thoroughly and effectively identifies and explains the purpose and effect of media messages. (3, 5)
 - Consistently distinguishes between fact and opinion. (4)

Performance Level Descriptors for Grade 4 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely interprets and explains the effect of figurative language and rarely differentiates between literal and non-literal meanings. (4, 6)
 - Rarely recognizes the effect of point of view and the impact of author's decisions. (6)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2, 4)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (3, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains the purpose and effect of media messages. (3, 5)
 - Rarely evaluates texts for bias, misinformation, and validity and rarely discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 4 Reading

Level 2: Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
 - Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
 - Inadequately interprets and explains the effect of figurative language and inadequately differentiates between literal and non-literal meanings. (4, 6)
 - Inadequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Inconsistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Inconsistently identifies story elements, genres, story features, and story structures. (2)
 - Inadequately makes inferences about content with mostly general support from the text. (3)
 - Inadequately makes inferences about characters and their motivations with mostly general support from the story. (3, 6)
 - Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Inconsistently identifies and describes author's use of textual features and text structures. (2)
 - Inadequately makes inferences about content with mostly general support from the text. (3)
 - Inadequately identifies and explains the purpose and effect of media messages. (3, 5)
 - Inadequately evaluates texts for bias, misinformation, and validity and inadequately discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 4 Reading

Level 3: Meets the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
 - Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
 - Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. (4, 6)
 - Adequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Adequately identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
 - Adequately makes inferences about characters and their motivations with some relevant support from the story. (3, 6)
 - Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures. (2)
 - Adequately makes inferences about content with some relevant support from the text. (3)
 - Adequately identifies and explains the purpose and effect of media messages. (3, 5)
 - Adequately evaluates texts for bias, misinformation, and validity and adequately discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 4 Reading

Level 4: Exceeds the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
 - Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
 - Thoroughly interprets and explains the effect of figurative language and thoroughly differentiates between literal and non-literal meanings. (4, 6)
 - Thoroughly recognizes the effect of point of view and the impact of author's decisions. (6)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
 - Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (3, 6)
 - Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Consistently identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
 - Thoroughly identifies and explains the purpose and effect of media messages. (3, 5)
 - Thoroughly evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 4 Reading

Level 5: Distinguished

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
 - Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly and effectively uses summaries, graphic organizers, and outlines to organize text. (2)
 - Thoroughly and effectively interprets and explains the effect of figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (4, 6)
 - Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions. (6)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
 - Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (4, 6)
 - Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
 - Thoroughly and effectively identifies and explains the purpose and effect of media messages. (3, 5)
 - Thoroughly and effectively evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 5 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely interprets and explains the effect of figurative language and rarely differentiates between literal and non-literal meanings. (4, 6)
 - Rarely recognizes the effect of point of view and the impact of author's decisions. (6)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2, 4)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (3, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains the purpose and effect of media messages. (3, 5)
 - Rarely evaluates texts for bias, misinformation, and validity and rarely discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 5 Reading

Level 2: Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
 - Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
 - Inadequately interprets and explains the effect of figurative language and inadequately differentiates between literal and non-literal meanings. (4, 6)
 - Inadequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Inconsistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Inconsistently identifies story elements, genres, story features, and story structures. (2, 4)
 - Inadequately makes inferences about characters and their motivations with mostly general support from the story. (3, 6)
 - Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Inconsistently identifies and describes author's use of textual features and text structures. (2)
 - Inadequately makes inferences about content with mostly general support from the text. (3)
 - Inadequately identifies and explains the purpose and effect of media messages. (3, 5)
 - Inadequately evaluates texts for bias, misinformation, and validity and inadequately discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 5 Reading

Level 3: Meets the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
- Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
- Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. (4, 6)
- Adequately recognizes the effect of point of view and the impact of author's decisions. (6)
- Adequately identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
- Adequately makes inferences about characters and their motivations with some relevant support from the story. (3, 6)
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures. (2)
- Adequately makes inferences about content with some relevant support from the text. (3)
- Adequately identifies and explains the purpose and effect of media messages. (3, 5)
- Adequately evaluates texts for bias, misinformation, and validity and adequately discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 5 Reading

Level 4: Exceeds the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
 - Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
 - Thoroughly interprets and explains the effect of figurative language and thoroughly differentiates between literal and non-literal meanings. (4, 6)
 - Thoroughly recognizes the effect of point of view and the impact of author's decisions. (6)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
 - Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (4, 6)
 - Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Consistently identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
 - Thoroughly identifies and explains the purpose and effect of media messages. (3, 5)
 - Thoroughly evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 5 Reading

Level 5: Distinguished

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
 - Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly and effectively uses summaries, graphic organizers, and outlines to organize text. (2)
 - Thoroughly and effectively interprets and explains the effect of figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (4, 6)
 - Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions. (6)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
 - Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (3, 6)
 - Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
 - Thoroughly and effectively identifies and explains the purpose and effect of media messages. (3, 5)
 - Thoroughly and effectively evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion. (4, 5)

Performance Level Descriptors for Grade 6 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely interprets and explains the effect of figurative language and rarely differentiates between literal and non-literal meanings. (4, 6)
 - Rarely recognizes the effect of point of view and the impact of author's decisions. (6)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2, 4)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (3, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and rarely discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 2: Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
 - Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
 - Inadequately interprets and explains the effect of figurative language and inadequately differentiates between literal and non-literal meanings. (4, 6)
 - Inadequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Inconsistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Inconsistently identifies story elements, genres, story features, and story structures. (2, 4)
 - Inadequately makes inferences about characters and their motivations with mostly general support from the story. (3, 6)
 - Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Inconsistently identifies and describes author's use of textual features and text structures. (2)
 - Inadequately makes inferences about content with mostly general support from the text. (3)
 - Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and inadequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 3: Meets the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
 - Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
 - Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. (4, 6)
 - Adequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Adequately identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
 - Adequately makes inferences about characters and their motivations with some relevant support from the story. (3, 6)
 - Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures. (2)
 - Adequately makes inferences about content with some relevant support from the text. (3)
 - Adequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and adequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
- Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly interprets and explains the effect of figurative language and thoroughly differentiates between literal and non-literal meanings. (4, 6)
- Thoroughly recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (3, 6)
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures. (2)
- Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 5: Distinguished

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
 - Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
 - Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Thoroughly and effectively uses summaries, graphic organizers, and outlines to organize text. (2)
 - Thoroughly and effectively interprets and explains the effect of figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (4, 6)
 - Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions. (6)
 - Consistently identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
 - Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (3, 6)
 - Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
 - Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
 - Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 7 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely interprets and explains the effect of figurative language and rarely differentiates between literal and non-literal meanings. (4, 6)
 - Rarely recognizes the effect of point of view and the impact of author's decisions. (6)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2, 4)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (3, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and rarely discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 7 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
- Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
- Inadequately interprets and explains the effect of figurative language and inadequately differentiates between literal and non-literal meanings. (4, 6)
- Inadequately recognizes the effect of point of view and the impact of author's decisions. (6)
- Inconsistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures. (2, 4)
- Inadequately makes inferences about characters and their motivations with mostly general support from the story. (3, 6)
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures. (2)
- Inadequately makes inferences about content with mostly general support from the text. (3)
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and inadequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 7 Reading

Level 3: Meets the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
 - Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
 - Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. (4, 6)
 - Adequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Adequately identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
 - Adequately makes inferences about characters and their motivations with some relevant support from the story. (3, 6)
 - Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures. (2)
 - Adequately makes inferences about content with some relevant support from the text. (3)
 - Adequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and adequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 7 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
- Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly interprets and explains the effect of figurative language and thoroughly differentiates between literal and non-literal meanings. (4, 6)
- Thoroughly recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (4, 6)
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures. (2)
- Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 7 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
- Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly and effectively uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly and effectively interprets and explains the effect of figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (4, 6)
- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (3, 6)
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

B. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
- Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely interprets and explains the effect of figurative language and rarely differentiates between literal and non-literal meanings. (4, 6)
 - Rarely recognizes the effect of point of view and the impact of author's decisions. (6)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2, 4)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (4, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and rarely discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
- Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
- Inadequately interprets and explains the effect of figurative language and inadequately differentiates between literal and non-literal meanings. (4, 6)
- Inadequately recognizes the effect of point of view and the impact of author's decisions. (6)
- Inconsistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures. (2, 4)
- Inadequately makes inferences about characters and their motivations with mostly general support from the story. (3, 6)
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures. (2)
- Inadequately makes inferences about content with mostly general support from the text. (3)
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and inadequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 3: Meets the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
 - Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
 - Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
 - Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. (4, 6)
 - Adequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Adequately identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
 - Adequately makes inferences about characters and their motivations with some relevant support from the story. (3, 6)
 - Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures. (2)
 - Adequately makes inferences about content with some relevant support from the text. (3)
 - Adequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
 - Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and adequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
- Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly interprets and explains the effect of figurative language and thoroughly differentiates between literal and non-literal meanings. (4, 6)
- Thoroughly recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (4, 6)
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures. (2)
- Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 6 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
- Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts. (5, 6)
- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly and effectively uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly and effectively interprets and explains the effect of figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (4, 6)
- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (4, 6)
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
- Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 5)
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 9 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely interprets and explains the effect of figurative language and rarely differentiates between literal and non-literal meanings. (6)
 - Rarely recognizes the effect of point of view and the impact of author's decisions. (6)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2, 4)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (4, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
 - Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and rarely discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 9 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
- Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
- Inadequately demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
- Inadequately interprets and explains the effect of figurative language and inadequately differentiates between literal and non-literal meanings. (6)
- Inadequately recognizes the effect of point of view and the impact of author's decisions. (6)
- Inconsistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures. (2, 4)
- Inadequately makes inferences about characters and their motivations with mostly general support from the story. (3, 6)
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures. (2)
- Inadequately makes inferences about content with mostly general support from the text. (3)
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and inadequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 9 Reading

Level 3: Meets the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
 - Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Adequately demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
 - Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
 - Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. (6)
 - Adequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Adequately identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
 - Adequately makes inferences about characters and their motivations with some relevant support from the story. (3, 6)
 - Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures. (2)
 - Adequately makes inferences about content with some relevant support from the text. (3)
 - Adequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
 - Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and adequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 9 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
- Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly interprets and explains the effect of figurative language and thoroughly differentiates between literal and non-literal meanings. (6)
- Thoroughly recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (4, 6)
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures. (2)
- Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 9 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
- Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly and effectively uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly and effectively interprets and explains the effect of figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (6)
- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (4, 6)
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
- Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 10 Reading

Level 1: Well Below the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words. (2)
 - Rarely locates information in text to retell, restate, and support ideas and concepts. (1)
 - Rarely demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
 - Rarely compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Rarely uses summaries, graphic organizers, and outlines to organize text. (2)
 - Rarely interprets and explains the effect of figurative language and rarely differentiates between literal and non-literal meanings. (6)
 - Rarely recognizes the effect of point of view and the impact of author's decisions. (6)
 - Rarely identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Rarely identifies story elements, genres, story features, and story structures. (2)
 - Rarely makes inferences about characters and their motivations with minimal support from the story. (4, 6)
 - Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Rarely identifies and describes author's use of textual features and text structures. (2)
 - Rarely makes inferences about content with minimal support from the text. (3)
 - Rarely identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
 - Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and rarely discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 10 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words. (2)
- Inadequately locates information in text to retell, restate, and support ideas and concepts. (1)
- Inadequately demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Inconsistently uses summaries, graphic organizers, and outlines to organize text. (2)
- Inadequately interprets and explains the effect of figurative language and inadequately differentiates between literal and non-literal meanings. (6)
- Inadequately recognizes the effect of point of view and the impact of author's decisions. (6)
- Inconsistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures. (2, 4)
- Inadequately makes inferences about characters and their motivations with mostly general support from the story. (4, 6)
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures. (2)
- Inadequately makes inferences about content with mostly general support from the text. (3)
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and inadequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 10 Reading

Level 3: Meets the Standard

- A. When using **grade appropriate text**, a student who performs at this level:
- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words. (2)
 - Adequately locates information in text to retell, restate, and support ideas and concepts. (1)
 - Adequately demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
 - Adequately compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
 - Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
 - Adequately uses summaries, graphic organizers, and outlines to organize text. (2)
 - Adequately interprets and explains the effect of figurative language and adequately differentiates between literal and non-literal meanings. (6)
 - Adequately recognizes the effect of point of view and the impact of author's decisions. (6)
 - Adequately identifies the most likely reason an author wrote a text. (3)
- B. When using **grade appropriate literary text**, a student who performs at this level:
- Adequately identifies story elements, genres, story features, and story structures. (2, 4)
 - Adequately makes inferences about characters and their motivations with some relevant support from the story. (4, 6)
 - Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)
- C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures. (2)
 - Adequately makes inferences about content with some relevant support from the text. (3)
 - Adequately identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
 - Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and adequately discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 10 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words. (2)
- Thoroughly locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly interprets and explains the effect of figurative language and thoroughly differentiates between literal and non-literal meanings. (6)
- Thoroughly recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures. (2, 4)
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story. (4, 6)
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures. (2)
- Thoroughly makes inferences about content with sufficient and relevant support from the text. (3)
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 10 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words. (2)
- Thoroughly and effectively locates information in text to retell, restate, and support ideas and concepts. (1)
- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, political, and historical information from texts. (5, 6)
- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions. (4, 5, 7)
- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text. (5, 6)
- Thoroughly and effectively uses summaries, graphic organizers, and outlines to organize text. (2)
- Thoroughly and effectively interprets and explains the effect of figurative language and thoroughly and effectively differentiates between literal and non-literal meanings. (6)
- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions. (6)
- Consistently identifies the most likely reason an author wrote a text. (3)

B. When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures. (2, 4)
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story. (3, 6)
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races, and disabilities. (5, 6)

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Thoroughly and effectively identifies and describes author's use of textual features and text structures. (2)
- Thoroughly and effectively makes inferences about content with sufficient, specific, and relevant support from the text. (3)
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages. (3, 6)
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy, and clarity and consistently discriminates between fact and opinion. (4, 7)

Performance Level Descriptors for Grade 5 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A. Purpose/Audience:

- Makes a weak connection to prompt and shows little understanding of purpose and intended audience

B. Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C. Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate closing

D. Sentence Structure:

- Sentences are often incomplete and show little variety

E. Word Choice:

- Often uses words that are general, inappropriate, and/or repetitive

F. Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 5 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective; and standard written English is not consistently used.

A. Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B. Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, attempts to connect information from text to develop ideas

C. Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents some information in a logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D. Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E. Word Choice:

- Uses some words that are general, inappropriate, and/or repetitive

F. Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 5 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A. Purpose/Audience:

- Makes an adequate connection to prompt and shows an adequate understanding of purpose and intended audience.

B. Development:

- Generates ideas with adequate support using some relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop ideas
- In text-based writing, connects some relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in a mostly logical order
- Provides adequate transitions
- May develop an adequate conclusion

D. Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E. Word Choice:

- Uses adequate word choices, usually avoiding repetition.

F. Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 5 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively; and standard written English is used consistently.

A. Purpose/Audience:

- Makes a clear connection to prompt and shows a thorough understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Provides effective transitions
- Develops a conclusion that provides closure

D. Sentence Structure:

- Sentences are consistently complete and varied

E. Word Choice:

- Consistently uses words that are appropriate for the context

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 5 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A. Purpose/Audience:

- Makes an effective connection to prompt and shows a thorough understanding of purpose and intended audience

B. Development:

- Generates ideas with consistently effective support using sufficient, specific, and relevant information and details
- Effectively elaborates using prior knowledge to develop and clarify most ideas
- In text-based writing, effectively connects sufficient, specific, and relevant information from text to develop ideas

C. Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words
- Develops a conclusion that provides effective closure

D. Sentence Structure:

- Sentences are consistently complete and effectively varied

E. Word Choice:

- Consistently uses words that are precise and vivid and that convey style and voice

F. Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 8 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A. Purpose/Audience:

- Makes a weak connection to prompt and shows superficial understanding of purpose and intended audience

B. Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C. Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate conclusion

D. Sentence Structure:

- Sentences are often incomplete and show little variety

E. Word Choice:

- Often uses words that are general, inappropriate, and/or repetitive

F. Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 8 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective; and standard written English is not consistently used.

A. Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B. Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, attempts to connect information from text to develop ideas

C. Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents information in a somewhat logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D. Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E. Word Choice:

- Uses some words that are general, inappropriate, and/or repetitive

F. Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 8 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A. Purpose/Audience:

- Makes an adequate connection to prompt and demonstrates an understanding of purpose and intended audience

B. Development:

- Generates ideas with adequate support using relevant information and details
- Elaborates using prior knowledge to develop and clarify ideas
- In text-based writing, connects some relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in a mostly logical order
- Provides adequate transitions
- Develops an adequate conclusion

D. Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E. Word Choice:

- Uses adequate word choices, usually avoiding repetition.

F. Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 8 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively; and standard written English is used consistently.

A. Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using specific and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Provides effective transitions using a variety of words and/or phrases
- Develops a conclusion that provides effective closure

D. Sentence Structure:

- Sentences are consistently complete and varied

E. Word Choice:

- Consistently uses words that are precise and vivid, with some attention to style and voice

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 8 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A. Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B. Development:

- Generates ideas with consistently effective support using sufficient, specific, and relevant information and details
- Effectively elaborates by analyzing and connecting information from prior knowledge to develop and clarify ideas
- In text-based writing, effectively selects sufficient, specific, and relevant details to make insightful connections to develop ideas

C. Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words, phrases, or other strategies
- Develops a conclusion that provides insightful closure

D. Sentence Structure:

- Sentences are consistently complete
- Sentences are effectively varied to achieve style

E. Word Choice:

- Consistently uses words that are precise and vivid and that effectively convey style and voice

F. Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar, and usage)
- May vary conventions to support style and voice

• Performance Level Descriptors for Grade 10 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A. Purpose/Audience:

- Makes a weak connection to prompt and shows superficial understanding of purpose and intended audience

B. Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C. Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate conclusion

D. Sentence Structure:

- Sentences are often incomplete and show little variety

E. Word Choice:

- Often uses words that are general, inappropriate, repetitive and/or insufficient for purpose, style and voice

F. Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 10 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective; and standard written English is not consistently used.

A. Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B. Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, attempts to connect information from text to develop ideas

C. Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents information in a somewhat logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D. Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E. Word Choice:

- Uses some words that are general, inappropriate, repetitive, and/or insufficient for purpose, style, and voice

F. Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 10 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A. Purpose/Audience:

- Makes an effective connection to prompt and attempts to adjust content to demonstrate clear understanding of purpose and intended audience

B. Development:

- Generates ideas with adequate support using relevant information and details
- Elaborates using prior knowledge to develop and clarify ideas
- In text-based writing, connects some relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Writes introductions that adequately present the topic
- Presents information in a mostly logical order
- Provides adequate transitions
- Develops an adequate closing

D. Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E. Word Choice:

- Uses adequate word choices, usually avoiding repetition with attention to style and voice

F. Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar, and usage)

Performance Level Descriptors for Grade 10 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively; and standard written English is used consistently.

A. Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates by analyzing and synthesizing information from prior knowledge to develop and clarify ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Consistently provides effective transitions using a variety of words and/or phrases
- Develops a conclusion that provides effective closure

D. Sentence Structure:

- Sentences are consistently complete and effectively varied

E. Word Choice:

- Consistently uses words that are precise and vivid with attention to style and voice

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar, and usage)
- May vary conventions to support style and voice

Performance Level Descriptors for Grade 10 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A. Purpose/Audience:

- Makes an insightful connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B. Development:

- Generates ideas with consistently effective support using sufficient, specific, and relevant information and details
- Effectively elaborates by analyzing and synthesizing information from prior knowledge to develop and clarify ideas
- In text-based writing, effectively selects sufficient, specific, and relevant details to make insightful connections to develop ideas

C. Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words, phrases, or other strategies
- Develops a conclusion that provides insightful closure

D. Sentence Structure:

- Sentences are consistently complete
- Sentences are effectively varied to achieve style

E. Word Choice:

- Consistently uses words that are precise and vivid and that effectively convey style and voice

F. Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar, and usage)
- May vary conventions to support style and voice

Performance Level Descriptors for Grades 2-10 Mathematics

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations. This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

This document was designed with the mission that all grades 2-10 have the same description for level 3, “meets the standard” since the same cognitive expectations determine whether the standards are met. Levels 3, 2, and 1 are the same across grades 3-10. However, there are differences in the upper performance levels due to the mathematical content and cognitive demands at some grade levels. Grades 6 through 10 have a different description for levels 4 and 5 than the rest of the grades. In addition Grade 2 has only three levels.

Grade 2 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **understand whole numbers up to 100 (place value, compare, order, decompose, and combine using addition)**
 - using appropriate computation strategies with understanding, including time and weight
- **understand $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ as equal parts of a whole**
 - using fractions to represent part of a whole
- **add and subtract 1- and 2-digit numbers using a variety of strategies**
 - using the concept of place values

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **represent situations that involve addition and subtraction with pictures, words, numbers and number sentences**
 - using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule
- **create, extend, and describe repeating patterns**
 - recognizing and extending a variety of patterns

Geometric Reasoning -- Geometry

- **name and sort solid and plane figures by common attributes**
 - recognizing and transforming simple geometric figures (including line symmetry)
 - analyzing properties of simple geometric figures
- **measure using nonstandard units**
 - measuring length of simple figures

Quantitative Reasoning -- Probability and Statistics

- **collect, represent, and describe categorical data (tallies, pictographs, and bar graphs)**
 - reading, constructing, and interpreting simple graphs
 - determining the likelihood of simple events

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 2 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Level 4: Performance Level (Exceeds)

Students at this level consistently demonstrate knowledge of grade-level content. They apply their knowledge to analyze and solve a variety of problems. Students clearly explain results and communicate understanding.

Level 3: Performance Level (Meets)

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective strategies and reasoning to solve problems.

Level 2: Performance Level (Below)

Students at this level do not demonstrate knowledge of grade-level content. They inconsistently apply limited strategies to solve routine problems. Explanations are often absent, incomplete, or are not relevant to the mathematical content.

Grade 3 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **understand whole number up to 1000 (place value, compare, order, decompose, and combine using addition)**
 - using estimation skills to approximate an answer
 - using the concept of place value
- **understand fractions as parts of a whole**
 - using fractions to represent part of a whole
- **add and subtract 2-digit numbers and multiply 1-digit numbers using repeated addition and other strategies**
 - using appropriate computation strategies with understanding, including time and weight

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **represent situations that involve addition, subtraction, multiplication, and division with pictures, words, numbers and number sentences**
 - using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule
- **create, extend, and describe numerical patterns**
 - recognizing and extending a variety of patterns

Geometric Reasoning -- Geometry

- **sort and describe several attributes of common solid and plane figures**
 - analyzing properties of simple geometric figures
- **identify slides, flips, and turns and combinations of these transformations**
 - recognizing and transforming simple geometric figures (including line symmetry)
- **measure using standard units (length, area, time, volume)**
 - measuring length of simple figures

Quantitative Reasoning -- Probability and Statistics

- **collect, represent, and describe categorical and simple numerical data (tallies, pictographs, and bar graphs)**
 - reading, constructing, and interpreting simple graphs
- **describe the likelihood of an event or simple experiment as likely or unlikely**
 - determining the likelihood of simple events

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 3 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or are restatements of the text.

Grade 4 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **understand whole numbers to 10,000 (place value, compare, order, decompose, and combine using addition and multiplication)**
 - using appropriate computation strategies with understanding, including time and weight
 - using the concept of place value
 - using estimation skills to approximate an answer
- **understand fractions as parts of a whole and as division of whole numbers**
- **compare and order fractions using physical models, benchmark fractions, or a number line and add and subtract benchmark fractions using models**
- **add and subtract multi-digit numbers and multiply 2-digit numbers**
 - using mathematical operations with understanding
- **represent situations that involve addition, subtraction, multiplication, and division (with remainders) using pictures, words, numbers, and number sentences**
 - modeling fractions and decimals with situations and pictures

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **create, extend, and describe patterns of growth**
 - reading and interpreting simple graphs or tables of values
 - using algebraic reasoning
 - using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule
 - writing simple number sentences
 - recognizing and extending a variety of patterns

Geometric Reasoning -- Geometry

- **describe the results of subdividing and combining shapes**
 - analyzing properties of simple geometric figures
- **identify a combination of slides, flips, and turns to show two shapes are congruent**
 - recognizing and transforming geometric figures
- **estimate and measure a variety of attributes using standard units**
 - measuring length or finding the area of simple figures

Quantitative Reasoning -- Probability and Statistics

- **collect, represent, and describe numerical and categorical data (median and mode)**
 - reading, constructing, and interpreting simple statistical graphs
- **describe the likelihood of an experiment or event**
 - determining the likelihood of simple events

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 4 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding, or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or are restatements of the text.

Grade 5 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **connect benchmark fractions, decimals, and percents**
 - using appropriate computation strategies with understanding, including time and weight
- **understand fractions as parts of a whole, as division of whole numbers, as parts of a set, and as locations on a number line**
 - using the concept of place value
- **use a variety of strategies to multiply and divide whole numbers**
 - using estimation skills to approximate an answer
- **add/subtract benchmark fractions and add/subtract decimals using models**
 - modeling fractions and decimals with situations and pictures
- **use models or mental math to multiply fractions by whole numbers**
 - using mathematical operations with understanding
- **compose and decompose whole numbers using multiplication concepts such as factoring, the Distributive Property, and partial products**

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **create, extend, and describe visual and numerical patterns**
 - writing simple number sentences
 - using algebraic reasoning
 - using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule
 - reading and interpreting simple graphs or tables of values
 - recognizing and extending a variety of patterns

Geometric Reasoning -- Geometry

- **use properties to describe classes of angles and two-dimensional shapes**
 - analyzing properties of simple geometric figures (including angle classification)
- **use tools to measure angles and to measure other attributes to the nearest fraction of a unit**
 - recognizing and transforming geometric figures
- **use square units to determine area of geometric figures**
 - measuring length or finding the area of simple figures

Quantitative Reasoning -- Probability and Statistics

- **construct and interpret a display of data (tables, scaled pictographs, line plots, bar graphs)**
 - reading, constructing, and interpreting simple statistical graphs
- **interpret data using mode, median, mean, and range**
 - using or calculating the mean (average) of a set of values

- **determine all the outcomes of an experiment and express probability as a number between 0 and 1**
 - determining the likelihood of simple events

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 5 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding, or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or are restatements of the text.

Grade 6 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **demonstrate equivalence of decimals, fractions, and percents**
 - determining the equivalence or relative sizes of fractions, decimals, percents, and exponential expressions
- **compare and order decimals, fractions, and percents**
 - using the concept of place value
 - using estimation skills to approximate an answer
- **add, subtract, and multiply fractions and decimals, using models and in real world settings**
 - using appropriate computation strategies with understanding, including time and weight
- **use proportional reasoning and/or benchmark percents to solve problems**
 - modeling fractions and decimals with situations and pictures
 - using mathematical operations with understanding (including proportional reasoning)

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **describe changes in patterns, tables or graphs**
 - using basic number properties such as even/odd, multiplication concepts, and writing or describing a simple rule
- **use inverse operations to solve equations**
 - using algebraic reasoning
 - recognizing, extending, or generalizing a variety of patterns
 - reading, interpreting, and constructing simple graphs or tables of values
 - writing simple number sentences

Geometric Reasoning -- Geometry

- **estimate, measure, and classify angles**
- **calculate the perimeter and area of selected polygons**
 - measuring length or finding the area of simple figures
- **describe the geometric properties of pairs of lines, polygons, and circles**
 - recognizing and transforming geometric figures
 - analyzing properties of simple geometric figures (including angle classification)

Quantitative Reasoning -- Probability and Statistics

- **construct and interpret a display of data (circle graphs, scatter plots, frequency counts)**
 - reading, constructing, and interpreting simple statistical graphs
- **compare two sets of data**
 - using or calculating the mean (average) of a set of values

- **analyze real-world data to estimate the probability of future events and calculate the chances of winning or losing a simple game**
 - determining the likelihood of simple events

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 6 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding, or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or are restatements of the text.

Grade 7 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **apply proportional reasoning to solve problems that involve unit rates, ratios, similar figures, scale factors and simple probability**
 - determining the equivalence or relative sizes of fractions, decimals, percents, and exponential expressions
- **perform operations using integers and apply integers to a coordinate plane**
 - using estimation skills to approximate an answer
 - using mathematical operations with understanding (including proportional reasoning)
 - modeling fractions and decimals with situations and pictures

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **describe linear relationships in visual patterns, tables, graphs, and equations**
 - recognizing, extending, or generalizing a variety of patterns
- **use multiple representations to model the same situation (tables, graphs, and equations)**
 - representing concrete situations using graphs or variables
 - reading, interpreting, or constructing simple graphs or tables of values
- **use variables in representing situations, evaluating expressions, and solving equations**
 - writing equations or solving simple equations using informal methods

Geometric Reasoning -- Geometry

- **make connections between perimeter/area and volume/surface area**
 - applying the concepts of perimeter, area, and volume
- **make connections and demonstrate the geometric relationships between two- and three-dimensional figures**
 - transforming geometric figures
- **demonstrate and apply relationships between sides and angles of triangles and related two-dimensional figures**
 - analyzing properties of geometric figures (including angle relationships)

Quantitative Reasoning -- Probability and Statistics

- **construct and interpret displays of one- and two-variable data (scatter plot and stem-leaf plot)**
 - reading, constructing, and interpreting statistical graphs
 - finding or interpreting measure of central tendency
 - determining the probability of events

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 7 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions and planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding, or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or are restatements of the text.

Grade 8 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **use exponential notation to represent whole numbers; express numbers in scientific notation**
 - determining the equivalence or relative sizes of fractions, decimals, percents, and exponential expressions
- **apply proportional reasoning strategies to solve a variety of problems including those involving similar geometric figures**
 - using estimation skills to approximate an answer
 - using mathematical operations with understanding (including proportional reasoning)
- **operate with rational numbers including integers**
 - modeling fractions and decimals with situations and pictures

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **move flexibly between representations of situations involving linear relationships**
 - recognizing, extending, or generalizing a variety of patterns
- **compare tables and graphs to identify functions as linear vs. non-linear**
 - representing concrete situations using graphs or variables
 - reading, interpreting, or constructing simple graphs or tables of values
- **create and solve equations based on situations that are linear**
 - writing equations or solving simple equations using informal methods

Geometric Reasoning -- Geometry

- **use properties of pairs of angles found in parallel lines, intersecting lines, and polygons to find angle measures**
 - transforming geometric figures
- **apply the Pythagorean relationship to solve problems involving right triangles**
 - analyzing properties of geometric figures (including angle relationships)
 - coordinate geometry
- **solve problems involving surface area and volumes of various prisms**
 - applying the concepts of perimeter, area, and volume

Quantitative Reasoning -- Probability and Statistics

- **construct displays of data and interpret trends in the graphs in order to make predictions**
 - reading, constructing, and interpreting statistical graphs
- **compare single-variable sets of data using five-number summaries (box-and-whisker plots)**
 - finding or interpreting measure of central tendency

- **create a sample space to determine the theoretical probability of an event and use it to make predictions**
 - determining the probability of events

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 8 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions or are set in unfamiliar contexts. They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, often informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. They show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding, or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or restatements of the text.

Grade 9 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **understand decimal approximations and different representations of very small and very large numbers including some/certain irrational numbers**
 - using mathematical operations, including exponents and roots, with understanding
- **compare, order, estimate, and operate with real numbers including exponents and square roots**
 - determining the equivalence or relative sizes of fractions, decimals, percents, and exponential expressions

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **classify functions and model situations that are linear or exponential by finding and using rates of change, graphs, tables, and equations**
 - using algebraic reasoning to describe and analyze situations
 - reading, interpreting, and constructing graphs or tables of values
- **solve linear equations; identify solutions to systems of equations and inequalities**
 - solving or writing equations and inequalities
- **demonstrate properties of the real number system and use them to evaluate expressions for given variables**
- **given parameters, write an equation of the line**

Geometric Reasoning -- Geometry

- **solve problems involving surface area and volume of prisms and cylinders**
 - applying the concepts of perimeter, area, and volume
- **verify algebraic concepts such as slope, parallelism, perpendicularity, and linear inequalities using the coordinate plane**
 - transforming geometric figures
 - analyzing and applying properties of geometric figures
 - coordinate geometry
- **use measurement formulae, including the Pythagorean Theorem, and geometric properties to solve problems**
 - applying right angle relationships

Quantitative Reasoning -- Probability and Statistics

- **draw and support conclusions given statistical data**
 - reading and constructing graphs or analyzing data and a variety of graphs
- **determine sample spaces, compute and interpret probabilities of events, and find expected values**
 - determining the probability of events
 - finding or interpreting measures of central tendency

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 9 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions or are set in unfamiliar contexts. They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, often informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. They show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding, or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or are restatements of the text.

Grade 10 Mathematics Content Summary

Numeric Reasoning -- Number Concepts

- **demonstrate a comprehensive understanding of irrational numbers, absolute value, square roots, and exponents**
 - using mathematical operations, including exponents and roots, with understanding
 - determining the equivalence or relative sizes of fractions, decimals, percents, and exponential expressions

Algebraic Reasoning -- Patterns, Algebra, and Functions

- **model and solve situations with exponential and quadratic functions, and systems of linear functions, by using tables, graphs or equations**
 - using algebraic reasoning to describe and analyze situations
- **represent situations with matrices and use matrix operations with the aid of technology to solve problems.**
 - reading, interpreting, and constructing graphs or tables of values
 - solving or writing equations and inequalities

Geometric Reasoning -- Geometry

- **use partitioning and algebraic reasoning to solve area, volume, and surface area problems**
 - applying the concepts of perimeter, area, and volume
- **apply the Pythagorean Theorem including the distance formula to various situations**
 - analyzing and applying properties of geometric figures
- **apply right triangle trigonometry to solve problems**
 - applying right angle relationships
- **classify polygons given properties and deduce properties given the polygon using coordinate and/or Euclidean geometry**
 - transforming geometric figures
- **use angle relationships created by intersecting and parallel lines and properties of polygons to solve problems**

Quantitative Reasoning -- Probability and Statistics

- **understand how transformations affect functions, shapes, and data displays**
 - reading and constructing graphs or analyzing data and a variety of graphs
- **compute and interpret probabilities of independent and dependent events using permutations, combinations or counting techniques**
 - determining the probability of events
 - finding or interpreting measures of central tendency

Reasoning and Communication

- using mathematical reasoning to solve multi-step problems
- communicating mathematical arguments

Grade 10 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment, and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems, including those that require multiple decisions or are set in unfamiliar contexts. They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, often informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. They show evidence of solving problems that are based on recall or that have a specific mathematical strategy indicated. Explanations meant to show results, to indicate understanding, or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent, are not relevant to the mathematical content, or are restatements of the text.