

Performance Level Descriptors

for

Grades 3 through 11

Alternate Portfolio Assessment System

for

Students with Disabilities

for

Literacy, Mathematics, and Science

Performance Levels and Definitions for the Grades 3 through 11 Alternate Portfolio Assessment System for Students with Disabilities

The five performance levels for students with disabilities are generally defined as follows:

Independent: Students at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established literacy, mathematics, or science skills to real-world situations. They can generalize learned skills to solve new challenges. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Functional Independence: Students at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established literacy, mathematics, or science skills to real-world situations but may require minimal prompting. They perform these skills accurately in most instances but make occasional errors. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Supported Independence: Students at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply literacy, mathematics, or science skills and require frequent prompting. They make errors but occasionally perform these skills accurately. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Emergent: Students at the Emergent Level do not sufficiently demonstrate the literacy, mathematics, or science skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills and may require continuous prompting. In addition, the student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Not Evident: Students at the Not Evident Level demonstrate no evidence of performance toward the literacy, mathematics, or science skills being assessed.

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;</i> • <i>listen and respond to literature by facing the reader, displaying an emotional response, and maintaining attention;</i> • <i>participate at appropriate times in reciting the Pledge of Allegiance, mottos, affirmations, etc., with or without assistive devices; and</i> • <i>respond to one-step oral directions, such as “Come here, please.” “Look.” “Line up.”</i> <p><i>When retelling stories, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>make eye contact when spoken to (look at the speaker);</i> • <i>respond to questions after listening to the speaker, with the teacher or the student recording the response;</i> • <i>retell a story using pictures, symbols, or communication devices at appropriate times with or without assistive devices.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>show appropriate posture (sit in appropriate manner);</i> • <i>participate in read aloud and listen to the “Pledge of Allegiance,” class motto, affirmations, etc., with or without assistive technology; and</i> • <i>respond to two-step oral directions, such as “Go to the door and open it.” “Pick up your clothes and put them in the hamper.”</i> <p><i>When listening to literature, retelling, or telling stories, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>listen to a story or activity on the computer and/or audio device and answer questions or respond to prompts; and</i> • <i>respond by using pictures, objects, and/or communication devices to complete a task, such as a worksheet.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening behaviors by listening to a story read aloud and responding orally or in writing, with or without a communication device;</i> • <i>respond to a speaker's directive by responding with appropriate gestures and explaining what the gestures mean;</i> • <i>participate in group or individual speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive technology; and</i> • <i>follow three-step oral directions, such as "Take the absentee slip off of the door, take it to the office, and return to class."</i> <p><i>When listening to literature, retelling, or telling stories, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>retell a story and/or tell an original story orally with or without the use of pictures, symbols, or communication devices; and</i> • <i>listen to an activity or story read aloud and give oral or written response.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to questions after listening to a speaker, with the teacher or the student recording the response;</i> • <i>respond to teacher directives by correctly completing worksheets or tasks; and</i> • <i>participate in independent speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive devices.</i> <p><i>When listening to literature, retelling, or telling stories, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>listen to an activity or story read aloud and respond either orally, by written response, or by creating a related project; and</i> • <i>retell a story orally with or without the use of pictures, symbols, or communication devices.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose pictures from magazines or catalogs to create a list for special events;</i> • <i>use pictures or symbols to write a sentence; and write using pictures (e.g., picture recipes, shopping lists, daily schedules).</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell their names correctly, with or without models, using letter manipulatives, stamps, or assistive technology;</i> • <i>identify the correct capital letter by circling, pointing, or choosing; and</i> • <i>choose, point, or circle appropriate simple abbreviations in personal data, with or without assistive technology.</i> <p><i>When demonstrating personal style and voice in writing, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange pictures, shapes, letters, or objects in a sequence, with or without models; and</i> • <i>match pictures to words to apply new vocabulary and concepts from reading to writing, such as safety, shopping, warning, community, and/or environmental print, with or without assistive technology and/or models.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	<p>In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose the central idea as related to a topic when given situations to respond to in a familiar scenario;</i> • <i>draw a picture of a cell, create a diagram, or math chart with or without assistive technology;</i> • <i>choose pictures or clipart to include on the class Web site; and</i> • <i>write by tracing or using stamps, personal data, sentences, and words.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell the days of the week or the months of the year, with or without models, using letter manipulatives, stamps, or technology;</i> • <i>identify the correct capital letter within a sentence using computer activities, games, and/or worksheets; and</i> • <i>choose, point, or circle appropriate simple abbreviations (e.g., Ms., Mrs., Dr., Rd., St. etc.), with or without technology.</i> <p><i>When demonstrating personal style and voice in writing, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange simple steps of a recipe, schedule, etc., with or without models; and</i> • <i>use weekly vocabulary words to apply new vocabulary from reading to writing, such as sight, safety, and/or community words, using communication devices or word stamps, with or without models.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	<p>In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>copy personal data, schedules, spelling words, etc., using letters, technology, and/or word stamps;</i> • <i>write their names on library cards using a name stamp; and</i> • <i>write word lists, schedules, grocery lists, and personal data using models.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell important school words (e.g., cafeteria, library, art, etc.) and/or classmates' names, with or without models, using writing tools;</i> • <i>identify the correct capital letter within a sentence or paragraph using computer activities, games, and/or worksheets; and</i> • <i>choose, point, circle, or write appropriate simple abbreviations for the days of the week and/or the months of the year, with or without technology.</i> <p><i>When demonstrating personal style and voice in writing, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange words in a logical sequence to form a sentence with or without models; and</i> • <i>use weekly vocabulary words from worksheets, computer games, vocabulary games, and newspapers.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Independent	<p>In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>write or copy letters, notes, invitations, or numbers, with or without models;</i> • <i>write personal data on an application with or without models; and</i> • <i>write word lists, schedules, personal data, or grocery lists, without models.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell environmental logos (e.g., names of restaurants, stores), functional words, or survival words, with or without models, using writing tools;</i> • <i>identify the correct capital letter within a passage using computer activities, games, and/or worksheets; and</i> • <i>choose, circle, point, or write appropriate abbreviations for states, with or without technology.</i> <p><i>When demonstrating personal style and voice in writing, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange sentence strips in a logical sequence to form a paragraph with or without models; and</i> • <i>use weekly vocabulary words to apply vocabulary concepts from reading to writing using worksheets, vocabulary games, and newspapers.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Reading, students with disabilities performing at the Emergent Level are just beginning to show understanding of the use of reading skills to read, examine, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects in a sequence and follow directions or schedules written using pictures. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange pictures, shapes, letters, or objects in a sequence, with or without models;</i> • <i>summarize a story using objects or pictures after listening to a story; and</i> • <i>follow a daily schedule using pictures.</i> <p><i>When reading, examining, and responding to texts, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use pictures to read and to respond to questions about the daily schedule by pointing, responding orally, and/or using assistive devices to respond correctly to questions; and</i> • <i>look through a book to find specific information and share findings with others.</i> <p><i>When acquiring new vocabulary, such as sight words, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>match pictures to word, such as safety, warning, shopping, community, and/or environmental print, with or without technology and/or models; and</i> • <i>place pictures of nouns into the categories of a person, place, or thing using the chalk board, a worksheet, or a computer.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	<p>In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>organize information and events by arranging words in a logical sequence to form a sentence with or without models;</i> • <i>draw a picture to summarize a story after listening to the story read aloud or on the computer; and</i> • <i>use a picture recipe to make a sandwich.</i> <p><i>When reading, examining, and responding to texts, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use pictures to read environmental print by point or using communication devices; and</i> • <i>match Pictures to the names of their family members.</i> <p><i>When acquiring new vocabulary, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use weekly vocabulary words, such as sight words, safety vocabulary, and/or community words using communication devices or word stamps, with or without models; and</i> • <i>categorize nouns and action verbs when given pictures of nouns and action verbs.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	<p>In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange sentence strips in a logical sequence to form a paragraph with or without models; and</i> • <i>follow directions for proper hand washing.</i> <p><i>When reading, examining, and responding to texts, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read texts using assistive technology (e.g., talking books, voice output devices);</i> • <i>read a class birthday chart to find out the birthdays for the month; and</i> • <i>use a picture menu to select a desired meal.</i> <p><i>When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use weekly vocabulary words, including sight words and reading words, in worksheets, computer games, vocabulary games, and newspapers; and</i> • <i>match synonyms with given pictures or word cards.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Independent	<p>In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange simple steps of a recipe, schedule, etc., with or without models;</i> • <i>summarize a story orally to a peer after listening to a story on computer or read aloud; and</i> • <i>follow the directions using pictures or writing for the procedures of a fire drill.</i> <p><i>When reading, examining, and responding to texts, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read printed material from a computer, the Internet, a newspaper, magazines, comics, books, etc., and share orally or in writing what they have read;</i> • <i>read a calendar to find upcoming schools and/or family events; and</i> • <i>use a school map to locate different areas or rooms of the school campus.</i> <p><i>When acquiring new vocabulary, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use weekly vocabulary words to apply vocabulary concepts in worksheets, computer activities, vocabulary games, and newspapers; and</i> • <i>play BINGO antonym game with peers.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without expensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;</i> • <i>listen and respond to literature by facing the reader, displaying an emotional response, maintaining attention, and using a communication mode to answer questions about the story, such as “How did the story make you feel?”;</i> • <i>participate at appropriate times in reciting the “Pledge of Allegiance,” mottos, affirmations, etc., with or without assistive devices; and</i> • <i>respond to one-step oral directions, such as “Come here, please.” “Look.” “Line up.”</i> <p><i>When retelling stories, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>make eye contact when spoken to (look at the speaker);</i> • <i>respond to questions after listening to the speaker, with the teacher or the student recording the response;</i> • <i>retell a story using pictures, symbols, or communication devices at appropriate times, with or without assistive devices.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>show appropriate posture (sit in appropriate manner);</i> • <i>participate in read aloud and listen to the “Pledge of Allegiance,” class motto, affirmations, etc., with or without assistive technology;</i> • <i>respond to two-step oral directions, such as “Go to the door and open it.” “Pick up your clothes and put them in the hamper.”</i> <p><i>When listening to literature, retelling, or telling stories, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>listen to a story or activity on the computer and/or audio device and answer questions or respond to prompts; and</i> • <i>respond by using pictures, objects, and/or communication devices to complete a task, such as a worksheet.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening behaviors by listening to a story read aloud and responding orally or in writing, with or without a communication device;</i> • <i>respond to a speaker's directive by responding with appropriate gestures and explaining what the gestures mean;</i> • <i>participate in group or individual speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive technology; and</i> • <i>follow three-step oral directions, such as "Take the absentee slip off the door, take it to the office, and return to class."</i> <p><i>When listening to literature, retelling, or telling stories, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>retell a story and/or tell an original story orally with or without the use of pictures, symbols, or communication devices; and</i> • <i>listen to an activity or story read aloud and give oral or written responses.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to questions after listening to a speaker, with the teacher or the student recording the response;</i> • <i>respond to teacher directives by correctly completing worksheets or tasks; and</i> • <i>participate in independent speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive devices.</i> <p><i>When listening to literature, retelling, or telling stories, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>listen to an activity or story read aloud and respond either orally, by written response, or by creating related projects; and</i> • <i>tell a story orally with or without the use of pictures, symbols, or communication devices.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. They may use technology for writing and/or for collecting information for writing. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose pictures from magazines or catalogs to create a list for special events; and</i> • <i>use pictures or symbols to write a sentence and write using pictures (e.g., picture recipes, shopping lists, daily schedules).</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell their names correctly, with or without models, using letter manipulatives, stamps, or assistive technology;</i> • <i>identify the correct capital letter by circling, pointing, or choosing; and</i> • <i>choose, point, or circle appropriate simple abbreviations in personal data, with or without assistive technology.</i> <p><i>When demonstrating personal style and voice in writing, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange pictures, shapes, letters, or objects in a sequence, with or without models; and</i> • <i>match pictures to words to apply new vocabulary and concepts from reading to writing, such as safety, shopping, warning, community, and/or environmental print, with or without assistive technology and/or models.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	<p>In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. They may use technology for writing and/or for collecting information for writing. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose the central idea as related to a topic when given situations to respond to in a familiar scenario;</i> • <i>draw a picture of a cell, create a diagram, or math chart with or without assistive technology;</i> • <i>choose pictures or clipart to include on the class Web site; and</i> • <i>write by tracing or using stamps, personal data, sentences, and words.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell the days of the week or the months of the year, with or without models, using letter manipulatives, stamps, or technology;</i> • <i>identify the correct capital letter within a sentence using computer activities, games, and/or worksheets; and</i> • <i>choose, point, or circle appropriate simple abbreviations (e.g., Mr., Mrs., Dr., Rd., St. etc.), with or without technology.</i> <p><i>When demonstrating personal style and voice in writing, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use pictures to sequence events prior to writing, such as steps for hand washing, sequential dates, organizing school events;</i> • <i>arrange simple steps of a recipe, schedule, etc., with or without models; and</i> • <i>use weekly vocabulary words to apply new vocabulary from reading to writing, such as sight, safety, and/or community words, using communication devices or word stamps, with or without models.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	<p>In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They may use technology for writing and/or for collecting information for writing. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>copy personal data, schedules, spelling words, etc., using letters, technology, and/or word stamps;</i> • <i>write their names on library cards using a name stamp; and</i> • <i>write word lists, schedules, grocery lists, and personal data using models.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell important school words (e.g., cafeteria, library, art, etc.) and/or classmates' names, with or without models, using writing tools;</i> • <i>identify the correct capital letter within a sentence or paragraph using computer activities, games, and/or worksheets; and</i> • <i>choose, point, circle, or write appropriate simple abbreviations for the days of the week and/or the months of the year, with or without technology.</i> <p><i>When demonstrating personal style and voice in writing, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange words in a logical sequence to form a sentence with or without models;</i> • <i>use weekly vocabulary words from worksheets, computer games, vocabulary games, and newspapers; and</i> • <i>email a friend to gather information about a topic using technology.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Independent	<p>In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They may use technology for writing and/or for collecting information for writing. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>write or copy letters, notes, invitations, or numbers, with or without models;</i> • <i>write personal data on an application with or without models; and</i> • <i>write word lists, schedules, personal data, or grocery lists, without models.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>spell environmental logos (e.g., names of restaurants, stores), functional words, or survival words, with or without models, using writing tools;</i> • <i>identify the correct capital letter within a passage using computer activities, games, and/or worksheets; and</i> • <i>choose, circle, point, or write appropriate abbreviations for states, with or without technology.</i> <p><i>When demonstrating personal style and voice in writing, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange sentence strips in a logical sequence to form a paragraph with our without models;</i> • <i>use weekly vocabulary words to apply vocabulary concepts from reading to writing using worksheets, vocabulary games, and newspapers; and</i> • <i>email the Chamber of Commerce of a given city to gather information about attractions or local events using technology.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Reading, students with disabilities performing at the Emergent Level are just beginning to show understanding of the use of reading skills to read, examine, and respond to a variety of texts for specific purposes. They organize information using pictures, shapes, letters, or objects in a sequence and follow directions or schedules written using pictures. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange pictures, shapes, letters, or objects in a sequence, with or without models;</i> • <i>summarize a story using objects or pictures after listening to a story; and</i> • <i>follow a daily schedule using pictures.</i> <p><i>When reading, examining, and responding to texts, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use pictures to read and respond to questions about the daily schedule by pointing, responding orally, and/or using assistive devices to respond correctly to questions; and</i> • <i>look through a book to find specific information and share findings with others.</i> <p><i>When acquiring new vocabulary, such as sight words, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>match pictures to words, such as safety, warning, shopping, community, and/or environmental print, with or without technology and/or models; and</i> • <i>place pictures of nouns into the categories of a person, place, or thing using the chalk board, a worksheet, or a computer.</i> <p><i>When reading a variety of texts and stories, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>look through a book and share finding in a scavenger hunt using pictures;</i> • <i>read text using pictures or word cards and technology or communication devices to answer questions; and</i> • <i>read stories with and/or without technology and/or communication devices to answer question using pictures.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	<p>In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>organize information and events by arranging words in a logical sequence to form a sentence with or without models;</i> • <i>draw a picture to summarize a story after listening to the story read aloud or on the computer; and</i> • <i>use a picture recipe to make a sandwich.</i> <p><i>When reading, examining, and responding to texts, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use pictures to read environmental print by point or using communication devices; and</i> • <i>match pictures to the names of their family members.</i> <p><i>When acquiring new vocabulary, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use weekly vocabulary words, such as sight words, safety vocabulary, and/or community words using communication devices or word stamps, with or without models; and</i> • <i>categorize nouns and action verbs when given pictures of nouns and action verbs.</i> <p><i>When reading a variety of texts and stories, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a book and answer questions about the book using technology or communication devices; and</i> • <i>match pictures to the names of their family members.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	<p>In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange sentence strips in a logical sequence to form a paragraph with or without models; and</i> • <i>follow directions for proper hand washing.</i> <p><i>When reading, examining, and responding to a variety of texts, Functional Independence level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read texts using assistive technology (e.g., talking books, voice output devices);</i> • <i>read a class birthday chart to find out the birthdays for the month; and</i> • <i>use a picture menu to select a desired meal.</i> <p><i>When acquiring new vocabulary, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use weekly vocabulary words, including sight words and reading words, in worksheets, computer games, vocabulary games, and newspapers; and</i> • <i>match synonyms with given pictures or word cards.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Independent	<p>In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange simple steps of a recipe, schedule, etc., with or without models;</i> • <i>summarize a story orally to a peer after listening to a story on computer or read aloud; and</i> • <i>follow the directions using pictures or writing for the procedures of a fire drill.</i> <p><i>When reading, examining, and responding to texts, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read printed material from a computer, the Internet, a newspaper, magazines, comics, books, etc., and share orally or in writing what they have read;</i> • <i>read a calendar to find upcoming schools and/or family events; and</i> • <i>use a school map to locate different areas or rooms of the school campus.</i> <p><i>When acquiring new vocabulary, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>use weekly vocabulary words to apply vocabulary concepts in worksheets, computer activities, vocabulary games, and newspapers; and</i> • <i>play BINGO antonym game with peers.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;</i> • <i>follow directions given by the teacher to complete a task, such as measuring using a teacher-generated rubric of appropriate listening behaviors that have been shared with the student;</i> • <i>evaluate oral and/or visual presentation using a topic rubric developed by the teacher; and</i> • <i>identify one detail from a speaker's topic, oral reading, or video presentation.</i> <p><i>When sharing information with others, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;</i> • <i>express a request, such as eat, drink, move, etc.; and</i> • <i>identify or choose words associated with personal information, such as name, address, and other personal information.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate attentive listening by asking questions of interest based on the speaker's topic;</i> • <i>indicate two or more details about a speaker's topic; and</i> • <i>respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.</i> <p><i>When sharing information with others, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;</i> • <i>express a request in complete sentences and thoughts either dictated or self-composed, such as "I need to go to the cafeteria"; and</i> • <i>identify or choose words associated with personal information, such as name, address, and other personal information.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening behaviors by creating a picture or identifying a product based on the speaker's topic;</i> • <i>sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;</i> • <i>respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and</i> • <i>prepare a chart related to a teacher-selected topic in order to convert information about that chart.</i> <p><i>When sharing information with others, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>initiate and participate in an informal conversation with adults, such as telling the teacher about a family event; and</i> • <i>identify and match written words to pictures and/or objects.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate attentive listening by using note-taking skills to express ideas based on the speaker's topic;</i> • <i>list/identify the specific details of a main idea (topic), such as details of a daily schedule; and</i> • <i>respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.</i> <p><i>When sharing information with others, Independent Level students may able to</i></p> <ul style="list-style-type: none"> • <i>locate a variety of pictures, objects, and illustrations to present information or a story about a self-selected topic;</i> • <i>identify/match words associated with specific content and reading vocabulary; and</i> • <i>present an oral presentation to the class using some complete thoughts, such as an appropriate "Show and Tell" activity.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, a list of personal experiences, such as a home to school journal to record school and family activities; and</i> • <i>categorize/organize a list based upon a specific topic, such as identifying the pictures of shapes, numerals, things seen at home, things seen in the classroom, and/or occupations.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose one simple sentence from three or more simple sentences that relate to a specific topic, picture, object, etc.;</i> • <i>choose a noun picture and a verb picture to create a two-word simple sentence;</i> • <i>identify the capitalized word or sentence; and</i> • <i>identify the requested ending punctuation mark when prompted.</i> <p><i>When demonstrating personal style and voice in writing, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose one object or picture and dictate a sentence about that object or picture;</i> • <i>identify/select the correct picture or symbol, etc., that relates to a specific content area, such as mathematics;</i> • <i>match vocabulary to pictures, objects, and illustrations relating to the daily schedule; and</i> • <i>identify what comes first in the daily schedule when given the daily schedule, such as “Are you going to brush your teeth before or after you eat?”</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	<p>In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify vocabulary (e.g., pictures, objects, illustrations, words) related to items needed for a recipe;</i> • <i>dictate sentences that tell a story;</i> • <i>use the previously chosen object or picture and dictate two sentences about that object or picture; and</i> • <i>identify/select two correct pictures or symbols that relate to a specific content area, such as choosing the plus (+) and the minus (–) signs as symbols of mathematics.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>match pictures correctly to simple sentences that tell about them;</i> • <i>use picture prompts and choose the correct ending punctuation mark for declarative, interrogative, and exclamatory sentences;</i> • <i>identify the capitalized word or sentence, such as a common noun versus a proper noun; and</i> • <i>dictate a simple sentence about a specific topic (e.g., picture, object, etc.).</i> <p><i>When demonstrating personal style and voice in writing, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify what comes next when given the daily schedule;</i> • <i>brainstorm, with assistance, a list of ideas on a particular topic, such as a list of the people in your family;</i> • <i>develop, with assistance, a word web based upon a specific topic, such as “shapes” and placing pictures, objects, or words with shape names around the central idea; and</i> • <i>dictate sentences related to the previously selected topic.</i>

English Language Arts (ELA) Performance Level Descriptors
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PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	<p>In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>write sentences that tell a story;</i> • <i>add two to three detail sentences to the previously dictated sentences;</i> • <i>dictate two sentences that relate to the specific content area; and</i> • <i>identify vocabulary related to personal information (e.g., name, address, phone number).</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>sequence words in correct order using word cards made from the previously dictated sentence;</i> • <i>rewrite the first letter of a word in a sentence as a capital letter; and</i> • <i>write the correct ending punctuation for previously written declarative, interrogative, and exclamatory sentences.</i> <p><i>When demonstrating personal style and voice in writing, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>organize and elaborate on the ideas related to a previously selected topic;</i> • <i>develop a chart on a teacher-identified topic (after it has been modeled by the teacher);</i> • <i>develop a list of ideas related to a given topic, such as identifying various ideas related to summer vacation; and</i> • <i>dictate a simple declarative and a simple interrogative sentence.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Independent	<p>In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify the who, what, and when of the story based upon observation during reading;</i> • <i>generate a list of items/ideas related to a topic and choose either a chart or word web to demonstrate those items/ideas;</i> • <i>draft a paragraph of three to five sentences on the previously selected topic; and</i> • <i>select from three or more sentences those that relate to the specific content area and omit those that do not relate.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>write two simple sentences about a specific topic. Using word cards made from these sentences, sequence the words in the correct order;</i> • <i>create a complete sentence using correct capitalization, such as multiple words in sentences requiring capitalization; and</i> • <i>write a complete sentence using the correct ending punctuation mark with or without a model.</i> <p><i>When demonstrating personal style and voice in writing, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>organize and write in sequential order three to five sentences that tell a story;</i> • <i>organize sentence strips of the previously dictated sentences into a logical sequence;</i> • <i>identify vocabulary appropriate to content areas, such as the vocabulary related to classroom jobs; and</i> • <i>identify using a three-step process what comes first, next, and last when given the daily schedule.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as “Point to when you go to lunch”;</i> • <i>match pictures or objects to items in a recipe, such as “Match the egg to the word ‘egg’ in the recipe”;</i> • <i>identify words associated with items in the classroom, such as “Match the word ‘desk’ to a desk”;</i> • <i>identify the major character(s) upon reading a story; and</i> • <i>identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.</i> <p><i>When reading, examining, and responding to texts, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo, and the student will discuss this information with the teacher and relay to class;</i> • <i>read daily using an assistive device such as a book on tape or CD-ROM;</i> • <i>skim pictures and/or objects to locate the requested items; and</i> • <i>read and respond to prompts regarding the daily schedule.</i> <p><i>When acquiring new vocabulary, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as pointing to when you go to lunch, etc.;</i> • <i>match pictures or objects to items in a recipe, such as matching the egg to the word “egg” in the recipe; and</i> • <i>identify words associated with items in the classroom, such as matching the word “desk” to a desk.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	<p>In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about favorite flavor of ice cream;</i> • <i>identify the setting (time and place) of a story; and</i> • <i>identify the main idea of a two-sentence paragraph.</i> <p><i>When reading, examining, and responding to texts, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a self-selected book or piece of text daily;</i> • <i>skim for the highlighted text (e.g., picture, graphic, object); and</i> • <i>read and respond to prompts regarding the sequence of steps in a recipe.</i> <p><i>When acquiring new vocabulary, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;</i> • <i>match pictures of school-related activities to the word, such as matching a picture of the central office to the word “office”; and</i> • <i>identify words associated with people, such as matching the word “nurse” to a picture of a nurse.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	<p>In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;</i> • <i>identify events at the beginning, the middle and end of the story upon reading a story; and</i> • <i>identify the main idea of a three-sentence paragraph.</i> <p><i>When reading, examining, and responding to texts, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a piece of text or book daily with a peer;</i> • <i>skim for the bold text (e.g., picture, graphic, object); and</i> • <i>read and respond to prompts regarding items in a catalog, such as making a list, etc.</i> <p><i>When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures of objects or words regarding recreational items and make a choice, such as “Which do you like best, the tricycle or the bicycle?”; and</i> • <i>identify words associated with personal information.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Independent	<p>In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;</i> • <i>identify the major characters (who), the setting (when and where) and the plot (what happened) upon reading a story; and</i> • <i>identify the main idea of a simple passage.</i> <p><i>When reading, examining, and responding to texts, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;</i> • <i>use a computer to skim for items such as games or other Internet categories; and</i> • <i>read and respond to prompts regarding a menu (picture or printed).</i> <p><i>When acquiring new vocabulary, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures, words, or objects regarding safety signs and respond to the appropriate meaning, such as "Which sign means 'Stop?'";</i> • <i>match a variety of pictures to sight words on a word wall or word journal; and</i> • <i>identify words associated with content-relevant words, such as matching the name of an animal to a picture of that animal.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;</i> • <i>follow directions given by the teacher to complete a task, such as measuring using a teacher-generated rubric of appropriate listening behaviors that have been shared with the student;</i> • <i>evaluate oral and/or visual presentation using a topic rubric developed by the teacher; and</i> • <i>identify one detail from a speaker's topic, oral reading, or video presentation.</i> <p><i>When sharing information with others, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;</i> • <i>express a request, such as eat, drink, move, etc.; and</i> • <i>identify or choose words associated with personal information, such as name, address, and other personal information.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate attentive listening by asking questions of interest based on the speaker's topic;</i> • <i>indicate two or more details about a speaker's topic; and</i> • <i>respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.</i> <p><i>When sharing information with others, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;</i> • <i>express a request in complete sentences and thoughts either dictated or self-composed, such as "I need to go to the cafeteria"; and</i> • <i>identify or choose words associated with personal information, such as name, address, and other personal information.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening behaviors by creating a picture or identifying a product based on the speaker's topic;</i> • <i>sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;</i> • <i>respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and</i> • <i>prepare a chart related to a teacher-selected topic in order to convert information about that chart.</i> <p><i>When sharing information with others, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>initiate and participate in an informal conversation with adults, such as telling the teacher about a family event; and</i> • <i>identify and match written words to pictures and/or objects.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate attentive listening by using note-taking skills to express ideas about the speaker's topic;</i> • <i>list/identify the specific details of a main idea (topic), such as details of a daily schedule; and</i> • <i>respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.</i> <p><i>When sharing information with others, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>locate a variety of pictures, objects, and illustrations to present information or a story about a self-selected topic;</i> • <i>identify/match words associated with specific content and reading vocabulary; and</i> • <i>present an oral presentation to the class using some complete thoughts, such as an appropriate "Show and Tell" activity.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, a list of personal experiences, such as a home to school journal to record school and family activities; and</i> • <i>categorize/organize a list based upon a specific topic, such as identifying the pictures of shapes, numerals, things seen at home, things seen in the classroom, and/or occupations.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose one simple sentence from three or more simple sentences that relate to a specific topic, picture, object, etc.;</i> • <i>choose a noun picture and a verb picture to create a two-word simple sentence;</i> • <i>identify the capitalized word or sentence; and</i> • <i>identify the requested ending punctuation mark when prompted.</i> <p><i>When demonstrating personal style and voice in writing, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>choose one object or picture and dictate a sentence about that object or picture;</i> • <i>identify/select the correct picture or symbol, etc., that relates to a specific content area, such as mathematics;</i> • <i>match vocabulary to pictures, objects, and illustrations relating to the daily schedule; and</i> • <i>given the daily schedule, identify what comes first in the daily schedule, such as “Are you going to brush your teeth before or after you eat?”</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	<p>In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify vocabulary (e.g., pictures, objects, illustrations, words) related to items needed for a recipe;</i> • <i>dictate sentences that tell a story;</i> • <i>use a previously chosen object or picture to dictate two sentences about that object or picture; and</i> • <i>identify/select two correct pictures or symbols that relate to a specific content area, such as choosing the plus (+) and the minus (–) signs as symbols of mathematics.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>match pictures correctly to simple sentences that tell about them;</i> • <i>use picture prompts to choose the correct ending punctuation mark for declarative, interrogative, and exclamatory sentences;</i> • <i>identify the capitalized word or sentence, such as a common noun versus a proper noun; and</i> • <i>dictate a simple sentence about a specific topic (e.g., picture, object, etc.).</i> <p><i>When demonstrating personal style and voice in writing, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify what comes next when given the daily schedule;</i> • <i>brainstorm, with assistance, a list of ideas on a particular topic, such as a list of the people in your family;</i> • <i>develop, with assistance, a word web based upon a specific topic, such as “shapes” and placing pictures, objects, or words with shape names around the central idea; and</i> • <i>dictate sentences related to the previously selected topic.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	<p>In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be to</i></p> <ul style="list-style-type: none"> • <i>write sentences that tell a story;</i> • <i>add two to three detail sentences to the previously dictated sentences;</i> • <i>dictate two sentences that relate to the specific content area; and</i> • <i>identify vocabulary related to personal information (e.g., name, address, phone number).</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>sequence the words in correct order using word cards made from the previously dictated sentence; and</i> • <i>write the correct ending punctuation for previously written declarative, interrogative, and exclamatory sentences.</i> <p><i>When demonstrating personal style and voice in writing, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>organize and elaborate on the ideas related to a previously selected topic;</i> • <i>develop a chart on a teacher-identified topic (after it has been modeled by the teacher);</i> • <i>develop a list of ideas related to a given topic, such as identifying various ideas related to summer vacation; and</i> • <i>dictate a simple declarative and a simple interrogative sentence.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Independent	<p>In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>based upon observation during reading, identify the who, what, and when of the story;</i> • <i>generate a list of items/ideas related to a topic and choose either a chart or word web to demonstrate those items/ideas;</i> • <i>draft a paragraph of three to six sentences on the previously selected topic; and</i> • <i>select from three or more sentences those that relate to the specific content area and omit those that do not relate.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>write two simple sentences about a specific topic. Using word cards made from these sentences, sequence the words in the correct order;</i> • <i>create a complete sentence using correct capitalization, such as multiple words in sentences requiring capitalization; and</i> • <i>write a complete sentence using the correct ending punctuation mark with or without a model.</i> <p><i>When demonstrating personal style and voice in writing, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>organize and write in a sequential order three to six sentences that tell a story;</i> • <i>organize sentence strips of the previously dictated sentences into a logical sequence;</i> • <i>identify vocabulary appropriate to content areas, such as the vocabulary related to classroom jobs; and</i> • <i>identify using a three-step process what comes first, next and last given the daily schedule.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as “Point to when you go to lunch”;</i> • <i>match pictures or objects to items in a recipe, such as “Match the egg to the word ‘egg’ in the recipe”;</i> • <i>identify words associated with items in the classroom, such as “Match the word ‘desk’ to a desk”;</i> • <i>identify the major character(s) upon reading a story; and</i> • <i>identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.</i> <p><i>When reading, examining, and responding to texts, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and the will discuss this information with the teacher and relay this information to the class;</i> • <i>read daily using an assistive device such as a book on tape or CD-ROM;</i> • <i>skim pictures and/or objects to locate the requested items; and</i> • <i>read and respond to prompts regarding the daily schedule.</i> <p><i>When acquiring new vocabulary, Emergent Level Students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as pointing to when you go to lunch, etc.;</i> • <i>match pictures or objects to items in a recipe, such as matching the egg to the word “egg” in the recipe; and</i> • <i>identify words associated with items in the classroom, matching the word “desk” to a desk.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	<p>In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about a favorite flavor of ice cream;</i> • <i>identify the setting (time and place) of a story; and</i> • <i>identify the main idea of a two-sentence paragraph.</i> <p><i>When reading, examining, and responding to texts, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a self-selected book or piece of text daily;</i> • <i>skim for the highlighted text (e.g., picture, graphic, object); and</i> • <i>read and respond to prompts regarding the sequence of steps in a recipe.</i> <p><i>When acquiring new vocabulary, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;</i> • <i>match pictures of school-related activities to the word, such as matching a picture of the central office to the word “office”;</i> and • <i>identify words associated with people, such as matching the word “nurse” to a picture of a nurse.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	<p>In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;</i> • <i>identify events at the beginning, the middle and end of a story; and</i> • <i>identify the main idea of a three-sentence paragraph.</i> <p><i>When reading, examining, and responding to texts, Functional Independence level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a piece of text or book daily with a peer;</i> • <i>skim for the bold text (e.g., picture, graphic, object); and</i> • <i>read and respond to prompts regarding items in a catalog (making a list, etc.).</i> <p><i>When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures of objects or words regarding recreational items and make a choice, such as “Which do you like best, the tricycle or the bicycle?”; and</i> • <i>identify words associated with personal information.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Independent	<p>In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;</i> • <i>identify the major characters (who), the setting (when and where), and the plot (what happened) of a story; and</i> • <i>identify the main idea of a simple passage.</i> <p><i>When reading, examining, and responding to texts, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;</i> • <i>use a computer to skim for items such as games or other Internet categories; and</i> • <i>read and respond to prompts regarding a menu (picture or printed).</i> <p><i>When acquiring new vocabulary, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures, words or objects regarding safety signs and respond to the appropriate meaning, such as "Which sign means 'Stop?'";</i> • <i>match a variety of pictures to sight words on a word wall or word journal; and</i> • <i>identify words associated with content-relevant words, such as matching the name of an animal to a picture of that animal.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Oral and Visual Communications, students with disabilities at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening by responding to teacher-generated questions and by/selecting or responding with the correct answer;</i> • <i>evaluate oral and/or visual presentation by using a topical rubric developed by the teacher; and</i> • <i>identify two or more details from a speaker's topic, oral reading, or video presentation.</i> <p><i>When sharing information with others, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;</i> • <i>choose a completed activity for a presentation with or without the use of appropriate visual aids, such as a picture book; and</i> • <i>develop vocabulary specific to content area by matching words to definition.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>listen to a specific speaker and generate questions of interest;</i> • <i>indicate two or more details about a speaker's topic; and</i> • <i>respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.</i> <p><i>When sharing information with others, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;</i> • <i>express a request in complete sentences and thoughts either dictated or self-composed to communicate a desire, such as "I would like something to eat"; and</i> • <i>generate a list of favorite activities and present to class using appropriate visual aids.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening behaviors by researching additional information relating to the speaker’s topic, such as completing an Internet search;</i> • <i>sequence a series of main ideas about a speaker’s topic using a teacher-generated word bank or sentence bank;</i> • <i>respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and</i> • <i>prepare a chart related to a teacher-selected topic in order to convert information about that chart.</i> <p><i>When sharing information with others, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>initiate and participate in an informal conversation with peers and adults, such as telling a classmate about a favorite television show; and</i> • <i>identify and match written words to pictures, objects, and/or text.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate attentive listening by using note-taking skills to collect ideas about the speaker's topic;</i> • <i>list/identify the specific details associated with a main idea (topic), such as details of a daily schedule; and</i> • <i>respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.</i> <p><i>When sharing information with others, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>categorize a variety of pictures, objects, and illustrations in order to present information or a story about a self-selected topic;</i> • <i>identify/match words associated with specific content and reading vocabulary; and</i> • <i>present an oral presentation to the class using some complete thoughts, such as an appropriate "Show and Tell" activity.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, a sentence from a choice of two objects on a specified topic within a specified time frame; and</i> • <i>categorize/organize a set of activities in a sequence, such as establishing a daily schedule.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>develop an example of each type of sentence using pictures, objects, or illustrations with assistance;</i> • <i>recognize the difference between uppercase and lowercase letters and identify each; and</i> • <i>demonstrate requested punctuation mark when prompted by teacher.</i> <p><i>When demonstrating personal style and voice in writing, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate a list of questions about a new idea or concept;</i> • <i>identify/select the appropriate tone represented by two pictures; and</i> • <i>choose an item to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	<p>In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, two sentences on a specific topic within a specified time frame;</i> • <i>determine the correct answer from a group of two conflicting sentences; and</i> • <i>add details to a picture sentence in order to write a story.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>sequence a group of words provided by the teacher to form a sentence;</i> • <i>choose the correct punctuation mark for a specified sentence; and</i> • <i>identify the capitalized word or sentence, such as a common noun versus a proper noun.</i> <p><i>When demonstrating personal style and voice in writing, Supported Independence level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify tone based upon his/her personal mood;</i> • <i>gather data relating to observations made in everyday experiences; and</i> • <i>choose between two items to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	<p>In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, an informal written note to a friend or family member within a specified time frame;</i> • <i>dictate sentences of various lengths and types;</i> • <i>construct a word/sentence from presented content information; and</i> • <i>develop an expository paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate simple sentences for each type of sentence;</i> • <i>add the correct punctuation mark to prepared sentences; and</i> • <i>determine which sentence in a group of sentences demonstrates correct capitalization.</i> <p><i>When demonstrating personal style and voice in writing, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>determine mood based upon observations of peers;</i> • <i>archive reflections of ideas learned from reading content text using a reading log; and</i> • <i>choose among three items to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Independent	<p>In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>complete, with assistance, an application using personal information within a specified time frame;</i> • <i>develop declarative sentences of various lengths and types;</i> • <i>arrange information in a simple outline by main idea/topic and subtopic; and</i> • <i>develop a descriptive paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>construct simple sentences for each type of sentence using appropriate end punctuation; and</i> • <i>model correct use of capitalization by writing complete address.</i> <p><i>When demonstrating personal style and voice in writing, Independent level students may be able to</i></p> <ul style="list-style-type: none"> • <i>determine the mood of the main character in a story;</i> • <i>develop a list of questions to ask when conducting an interview of a peer or adult; and</i> • <i>write a persuasive paragraph on a selected topic.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as “Point to when you go to lunch”;</i> • <i>match pictures or objects to items in a recipe, such as “Match the egg to the word ‘egg’ in the recipe”;</i> • <i>identify words associated with items in the classroom, such as “Match the word ‘desk’ to a desk”;</i> • <i>identify the plot from a story or a book; and</i> • <i>identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.</i> <p><i>When reading, examining, and responding to texts, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and student will discuss this information with the teacher and relay this information to the class;</i> • <i>read daily using an assistive device such as a book on tape or CD-ROM;</i> • <i>skim a text for irregularities; and</i> • <i>read and respond to prompts regarding the daily schedule.</i> <p><i>When acquiring new vocabulary, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as pointing to when you go to lunch, etc.;</i> • <i>recognize name in print; and</i> • <i>identify items needed for a specific class given a list of words or pictures.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	<p>In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about a favorite flavor of ice cream;</i> • <i>identify a conflict from a story or book; and</i> • <i>identify two supporting details from the main idea of a selected paragraph.</i> <p><i>When reading, examining, and responding to texts, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a self-selected book or piece of text daily;</i> • <i>skim text to locate graphics; and</i> • <i>read and respond to prompts regarding the sequence of steps in a recipe.</i> <p><i>When acquiring new vocabulary, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;</i> • <i>recognize items needed for personal hygiene; and</i> • <i>identify words needed to complete a form such as a calendar of events, schedule, identification sheet, and application.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	<p>In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;</i> • <i>identify the theme of a story or book; and</i> • <i>identify the main idea from a short passage of at least two paragraphs.</i> <p><i>When reading, examining, and responding to texts, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a piece of text or book daily with a peer;</i> • <i>skim pictures/objects to find a requested item; and</i> • <i>read and respond to prompts regarding items in a catalog, such as making a list, etc.</i> <p><i>When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>match word to object in order to locate specific information;</i> • <i>match a variety of pictures to sight words in a word journal or word wall; and</i> • <i>answer questions relating to classroom environment.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Independent	<p>In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;</i> • <i>identify the climax of a story or book; and</i> • <i>identify three details that support the main idea of at least a two-paragraph passage.</i> <p><i>When reading, examining, and responding to texts, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;</i> • <i>skim bookcases or shelves to find specific objects; and</i> • <i>read and respond to prompts regarding a menu (picture or printed).</i> <p><i>When acquiring new vocabulary, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a passage and illustrate what was read;</i> • <i>recognize words/pictures needed for a schedule; and</i> • <i>develop a list of steps to be followed using relevant or useful words.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening by responding to teacher-generated questions by selecting or responding with the correct answer;</i> • <i>evaluate oral and/or visual presentation by using a topical rubric developed by the teacher; and</i> • <i>identify two or more details from a speaker's topic, oral reading, or video presentation.</i> <p><i>When sharing information with others, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;</i> • <i>choose a completed activity for a presentation with or without the use of appropriate visual aids, such as a picture book; and</i> • <i>develop vocabulary specific to content area by matching words to definition.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>listen to a specific speaker and generate questions of interest;</i> • <i>indicate two or more details about a speaker's topic; and</i> • <i>respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.</i> <p><i>When sharing information with others, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;</i> • <i>express a request in complete sentences and thoughts either dictated or self-composed to communicate a desire, such as "I would like something to eat"; and</i> • <i>generate a list of favorite activities and present to class using appropriate visual aids.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening behaviors by researching additional information relating to the speaker's topic, such as completing an Internet search;</i> • <i>sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;</i> • <i>respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and</i> • <i>prepare a chart related to a teacher-selected topic in order to convert information about that chart.</i> <p><i>When sharing information with others, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>initiate and participate in an informal conversation with peers and adults, such as telling a classmate about a favorite television show; and</i> • <i>identify and match written words to pictures, objects, and/or text.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate attentive listening by using note-taking skills to collect ideas about the speaker’s topic;</i> • <i>list/identify the specific details associated with a main idea (topic), such as details of a daily schedule; and</i> • <i>respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker’s presentation.</i> <p><i>When sharing information with others, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>categorize a variety of pictures, objects, and illustrations in order to present information or a story about a self-selected topic;</i> • <i>identify/match words associated with specific content and reading vocabulary; and</i> • <i>present an oral presentation to the class using some complete thoughts, such as an appropriate “Show and Tell” activity.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, a sentence from a choice of two objects on a specified topic within a specified time frame; and</i> • <i>categorize/organize a set of activities in a sequence, such as establishing a daily schedule.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>develop an example of each type of sentence using pictures, objects, or illustrations with assistance;</i> • <i>recognize the difference between uppercase and lowercase letters and identify each; and</i> • <i>demonstrate requested punctuation mark when prompted by teacher.</i> <p><i>When demonstrating personal style and voice in writing, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate a list of questions about a new idea or concept;</i> • <i>identify/select the appropriate tone represented by two pictures; and</i> • <i>choose an item to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	<p>In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, two sentences on a specific topic within a specified time frame;</i> • <i>determine the correct answer from a group of two conflicting sentences; and</i> • <i>add details to a picture sentence in order to write a story.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>sequence a group of words provided by the teacher to form a sentence;</i> • <i>choose the correct punctuation mark for a specified sentence; and</i> • <i>identify the capitalized word or sentence, such as a common noun versus a proper noun.</i> <p><i>When demonstrating personal style and voice in writing, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify tone based upon his or her personal mood;</i> • <i>gather data relating to observations made in everyday experiences; and</i> • <i>choose between two items to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	<p>In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, an informal written note to a friend or family member within a specified time frame;</i> • <i>dictate sentences of various lengths and types;</i> • <i>construct a word/sentence from presented content information; and</i> • <i>develop an expository paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate simple sentences for each type of sentence;</i> • <i>add the correct punctuation mark to prepared sentences; and</i> • <i>determine which sentence in a group of sentences demonstrates correct capitalization.</i> <p><i>When demonstrating personal style and voice in writing, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>determine mood based upon observations of peers;</i> • <i>archive reflections of ideas learned from reading content text using a reading log; and</i> • <i>choose among three items to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Independent	<p>In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>complete, with assistance, an application using personal information within a specified time frame;</i> • <i>develop declarative sentences of various lengths and types;</i> • <i>arrange information in a simple outline by main idea/topic and subtopic; and</i> • <i>develop a descriptive paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>construct simple sentences for each type of sentence using appropriate end punctuation; and</i> • <i>model correct use of capitalization by writing complete address.</i> <p><i>When demonstrating personal style and voice in writing, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>determine the mood of the main character in a story;</i> • <i>develop a list of questions to ask when conducting an interview of a peer or adult; and</i> • <i>write a persuasive paragraph on a selected topic.</i>

English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as “Point to when you go to lunch”;</i> • <i>match pictures or objects to items in a recipe, such as “Match the egg to the word ‘egg’ in the recipe”;</i> • <i>identify words associated with items in the classroom, such as “Match the word ‘desk’ to a desk”;</i> • <i>identify the plot from a story or a book; and</i> • <i>identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.</i> <p><i>When reading, examining, and responding to texts, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and discuss/relate this information to the teacher and/or class;</i> • <i>read daily using an assistive device such as a book on tape or CD-ROM;</i> • <i>skim a text for irregularities; and</i> • <i>read and respond to prompts regarding the daily schedule.</i> <p><i>When acquiring new vocabulary, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as pointing to when you go to lunch, etc.;</i> • <i>recognize name in print; and</i> • <i>identify items needed for a specific class given a list of words or pictures.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	<p>In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about favorite flavor of ice cream;</i> • <i>identify a conflict from a story or book; and</i> • <i>identify two supporting details from the main idea of a selected paragraph.</i> <p><i>When reading, examining, and responding to texts, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a self-selected book or piece of text daily;</i> • <i>skim text to locate graphics; and</i> • <i>read and respond to prompts regarding the sequence of steps in a recipe.</i> <p><i>When acquiring new vocabulary, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;</i> • <i>recognize items needed for personal hygiene; and</i> • <i>identify words needed to complete a form such as a calendar of events, schedule, identification sheet, and application.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	<p>In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;</i> • <i>identify the theme of a story or book; and</i> • <i>identify the main idea from a short passage of at least two paragraphs.</i> <p><i>When reading, examining, and responding to texts, Functional Independence level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a piece of text or book daily with a peer; and</i> • <i>read and respond to prompts regarding items in a catalog, such as making a list, etc.</i> <p><i>When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>match word to object in order to locate specific information;</i> • <i>match a variety of pictures to sight words in a word journal or word wall; and</i> • <i>answer questions relating to classroom environment.</i>

**English Language Arts (ELA) Performance Level Descriptors
AACTAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Independent	<p>In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;</i> • <i>identify the climax of a story or book; and</i> • <i>identify three details that support of the main idea of at least a two paragraph passage.</i> <p><i>When reading, examining, and responding to texts, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;</i> • <i>skim bookcases or shelves to find specific objects; and</i> • <i>read and respond to prompts regarding a menu (picture or printed).</i> <p><i>When acquiring new vocabulary, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a passage and illustrate what was read;</i> • <i>recognize words/pictures needed for a schedule; and</i> • <i>develop a list of steps to be followed using relevant or useful words.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communication
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening by responding with the correct answer to questions asked;</i> • <i>evaluate oral and/or visual presentation by using a topical rubric developed by the teacher; and</i> • <i>identify two details from a speaker's topic, oral reading, or video presentation.</i> <p><i>When sharing information with others, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two or more dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;</i> • <i>respond appropriately through the use of gestures; and</i> • <i>participate actively in plays and other theatrical performances.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>listen to a specific speaker and generate questions of interest;</i> • <i>indicate two or more details about a speaker's topic; and</i> • <i>respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.</i> <p><i>When sharing information with others, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;</i> • <i>respond appropriately to questions when asked; and</i> • <i>read and/or recite a poem or a portion of a poem.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate active listening behaviors by researching additional information relating to the speaker's topic, such as completing an Internet search;</i> • <i>sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;</i> • <i>respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and</i> • <i>prepare a chart related to a teacher-selected topic in order to convert information about that chart.</i> <p><i>When sharing information with others, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>initiate and participate in an informal conversation with peers and adults, such as telling a classmate about a favorite television show;</i> • <i>participate actively in group discussion; and</i> • <i>read a character's role from a play.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	<p>In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>demonstrate attentive listening by using note-taking skills to collect ideas about the speaker's topic;</i> • <i>list/identify the specific details associated with a main idea (topic), such as details of a daily schedule; and</i> • <i>respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.</i> <p><i>When sharing information with others, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>categorize a variety of pictures, objects, and illustrations in order to present information or a story about a self-selected topic;</i> • <i>carry on appropriate conversation with others; and</i> • <i>present an oral presentation to the class.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>classify pictures based on physical characteristics</i> • <i>identify pairs of rhyming words;</i> • <i>identify words that are similar in meaning;</i> • <i>identify pictures relating to core subjects; and</i> • <i>categorize/organize a set of activities in a sequence, such as establishing a daily schedule.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>identify a picture related to simple sentence;</i> • <i>identify words that require capital letters; and</i> • <i>identify periods and commas correctly.</i> <p><i>When demonstrating personal style and voice in writing, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>select pictures related to simple sentences with emphasis on adjectives;</i> • <i>identify/select the appropriate tone represented by two pictures; and</i> • <i>choose an item to begin forming a persuasive paragraph.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	<p>In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>compare and contrast pictures based on physical characteristics;</i> • <i>match words that rhyme;</i> • <i>select words from a list that are related to a prompt for writing a paragraph;</i> • <i>circle vocabulary in a word pool that pertains to a topic; and</i> • <i>add details to a picture sentence in order to write a story.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>sequence a group of words provided by the teacher to form a sentence;</i> • <i>identify periods and commas correctly when used in a sentence; and</i> • <i>identify the capitalized word or sentence, such as a common noun versus a proper noun.</i> <p><i>When demonstrating personal style and voice in writing, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>arrange words into sentences using adjectives;</i> • <i>gather data relating to observations made in everyday experiences; and</i> • <i>choose between two items to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	<p>In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>generate, with assistance, an informal written note to a friend or family member within a specified time frame;</i> • <i>dictate sentences of various lengths and types;</i> • <i>write a paragraph with teacher assistance; and</i> • <i>fill in blanks with topic vocabulary selected from word pool.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate simple sentences for each type of sentence;</i> • <i>identify periods, commas, and question marks used correctly in sentences; and</i> • <i>write sentences using correct capitalization with teacher assistance.</i> <p><i>When demonstrating personal style and voice in writing, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>replace highlighted words in sample text with appropriate adjectives;</i> • <i>archive reflections of ideas learned from reading content text using a reading log; and</i> • <i>choose among three items to begin forming a persuasive paragraph.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Writing
Independent	<p>In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>construct a short poem;</i> • <i>develop declarative sentences of various lengths and types;</i> • <i>arrange information in a simple outline by the main idea/topic and subtopic; and</i> • <i>write a paragraph in response to a teacher-provided prompt using vocabulary from a word pool.</i> <p><i>When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>construct simple sentences for each type of sentence using appropriate punctuation; and</i> • <i>model correct use of capitalization by constructing a paragraph on a selected topic.</i> <p><i>When demonstrating personal style and voice in writing, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>edit sentences by replacing overused words with distinct vocabulary;</i> • <i>develop a list of questions to ask when conducting an interview of a peer or adult; and</i> • <i>write a persuasive paragraph on a selected topic.</i>

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	<p>In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as “Point to when you go to lunch”;</i> • <i>match pictures or objects to a related word;</i> • <i>identify words associated with items in the classroom, such as “Match the word ‘desk’ to a desk”;</i> • <i>identify the plot from a story or a book; and</i> • <i>respond to a story read by a teacher.</i> <p><i>When reading, examining, and responding to texts, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and discuss this information with the teacher and relay to the class;</i> • <i>read daily using an assistive device such as a book on tape or CD-ROM;</i> • <i>skim a text for irregularities; and</i> • <i>read and respond to prompts regarding the daily schedule.</i> <p><i>When acquiring new vocabulary, Emergent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode items on a daily schedule, such as pointing to when you go to lunch, etc.;</i> • <i>recognize name in print; and</i> • <i>identify items needed for a specific class given a list of words or pictures.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	<p>In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about a favorite flavor of ice cream;</i> • <i>identify a conflict from a story or book;</i> • <i>mark words of personal interest in a selected text; and</i> • <i>give appropriate responses to teacher-generated questions relating to a story read or heard.</i> <p><i>When reading, examining, and responding to texts, Supported Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a self-selected book or piece of text daily;</i> • <i>skim text to locate graphics; and</i> • <i>read and respond to prompts regarding the sequence of steps in a recipe.</i> <p><i>When acquiring new vocabulary, Supported Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;</i> • <i>recognize items needed for personal hygiene; and</i> • <i>identify words needed to complete a form such as a calendar of events, schedule, identification sheet, and application.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	<p>In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;</i> • <i>identify the theme of a story or book;</i> • <i>create a chart or other graphic organizer with teacher assistance related to a story or book; and</i> • <i>predict the end result of a story and give reasons to support the prediction.</i> <p><i>When reading, examining, and responding to texts, Functional Independence Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a piece of text or book daily with a peer;</i> • <i>skim pictures/objects to find a requested item; and</i> • <i>read and respond to prompts regarding items in a catalog, such as making a list, etc.</i> <p><i>When acquiring new vocabulary, such as sight words, Functional Independence level students may be able to</i></p> <ul style="list-style-type: none"> • <i>match word to object in order to locate specific information;</i> • <i>match a variety of pictures to sight words in a word journal or word wall; and</i> • <i>answer questions relating to classroom environment.</i>

**English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 11 Alternate Portfolio Assessment for Students with Disabilities**

PERFORMANCE LEVEL	DEFINITION Reading
Independent	<p>In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;</i> • <i>identify the climax of a story or book;</i> • <i>relate a character or event in a story to a personal experience; and</i> • <i>create an appropriate ending to complete a story.</i> <p><i>When reading, examining, and responding to texts, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;</i> • <i>skim bookcases or shelves to find specific objects; and</i> • <i>read and respond to prompts regarding a menu (picture or printed).</i> <p><i>When acquiring new vocabulary, Independent Level students may be able to</i></p> <ul style="list-style-type: none"> • <i>read a passage and illustrate what was read;</i> • <i>recognize words/pictures needed for a schedule; and</i> • <i>develop a list of steps to be followed using relevant or useful words.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Third-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematics skills being assessed.
Emergent	<p>Third-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematics skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Third-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>combine objects to represent a whole number of 10 or less;</i> • <i>demonstrate the ability to add or subtract values with or without technology;</i> • <i>fold objects to represent a part of a whole or part of a set;</i> • <i>recognize that processes can have different orders and the outcomes are not changed;</i> • <i>recognize a repeated pattern;</i> • <i>recognize a 3-D figure; and</i> • <i>recognize that a calendar is used to measure daily events.</i>
Supported Independence	<p>Third-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Third-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>separate objects to represent a whole number of 10 or less;</i> • <i>compare quantities of more than or less than;</i> • <i>identify a part of a set as a fractional part;</i> • <i>recognize that processes can have different orders of combining the same number of objects and the total is unchanged;</i> • <i>demonstrate the ability to repeat a pattern;</i> • <i>arrange physical materials to form a 3-D figure; and</i> • <i>demonstrate an understanding of the number of days in a week.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Third-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Third-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>combine and separate objects to represent a whole number of 20 or less;</i> • <i>recognize halves and fourths using concrete models;</i> • <i>show that processes can have different orders for combining the same number of objects and the total is unchanged;</i> • <i>identify a change over time;</i> • <i>identify regular polygons and their characteristics; and</i> • <i>apply given data to a graph template.</i>
Independent	<p>Third-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Third-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>compare quantities or numerical values of more than, less than, or equal to;</i> • <i>perform simple computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;</i> • <i>represent simple fractions using words, numerals, and physical models;</i> • <i>display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);</i> • <i>replicate a 3-D model;</i> • <i>determine change with the least amount of currency; and</i> • <i>design a graph and summarize the results.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	<p>Fourth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.</p>
Emergent	<p>Fourth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fourth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>compare quantities that are equal to each other;</i> • <i>demonstrate the ability to add or subtract values with or without technology;</i> • <i>represent a part of a whole or part of a set, using grouping;</i> • <i>recognize a one-to-one correspondence;</i> • <i>recognize a change;</i> • <i>match like 3-D figures; and</i> • <i>recognize that a number on a temperature scale can represent hot or cold.</i>
Supported Independence	<p>Fourth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fourth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>separate objects to represent a whole number of 10 or less;</i> • <i>distinguish between a correspondence that is one-to-one and a correspondence that is not one-to-one;</i> • <i>identify a part of a set as a fractional part;</i> • <i>group data for a table or chart;</i> • <i>sort regular polygons;</i> • <i>arrange physical materials to form a 3-D figure; and</i> • <i>determine values of groups of like coins.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Fourth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fourth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>compare quantities of more than or less than;</i> • <i>recognize halves and fourths using concrete models;</i> • <i>demonstrate whether a single digit number is odd or even;</i> • <i>demonstrate the ability to add or subtract values with or without technology;</i> • <i>identify a change over time;</i> • <i>identify 3-D solids and their characteristics; and</i> • <i>convert groups of data into a graph.</i>
Independent	<p>Fourth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fourth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>compare quantities or numerical values of more than, less than, or equal to;</i> • <i>perform simple computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;</i> • <i>represent simple fractions using words, numerals, and physical models;</i> • <i>display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);</i> • <i>construct models of 3-D solids and identify their characteristics;</i> • <i>read a Fahrenheit scale to the nearest 10 degrees; and</i> • <i>design a pictograph and/or a bar graph.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Fifth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	<p>Fifth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disability.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>recognize that numbers are made up of combinations of other numbers;</i> • <i>demonstrate the ability to add or subtract values with or without technology;</i> • <i>recognize that 100% represents one whole;</i> • <i>recognize that some situations take more than one step to accomplish;</i> • <i>recognize that one item can take the place of another;</i> • <i>select congruent figures; and</i> • <i>identify appropriate measurement tools for different tasks given objects or pictures.</i>
Supported Independence	<p>Fifth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>recognize combinations of numbers;</i> • <i>differentiate between operations of addition and subtraction;</i> • <i>identify combinations of equal parts that make a whole;</i> • <i>identify constant patterns of change;</i> • <i>sort congruent figures;</i> • <i>select appropriate tools for measurement; and</i> • <i>answer questions about data on bar graphs.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Fifth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>find a specific percent of a number;</i> • <i>model order of operations using concrete objects;</i> • <i>interpret a rule for a one-operation function table;</i> • <i>demonstrate the ability to add or subtract values with or without technology;</i> • <i>model quantities that change;</i> • <i>match congruent shapes; and</i> • <i>create and interpret tables and graphs.</i>
Independent	<p>Fifth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>convert fractions to a percent using models;</i> • <i>perform computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;</i> • <i>write simple expressions with an unknown;</i> • <i>display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);</i> • <i>recognize the parts of a circle;</i> • <i>use the correct measurement tool for real world situations; and</i> • <i>match results with a graphic representation.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Sixth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	<p>Sixth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Sixth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>recognize the mathematical symbols for the order of operations;</i> • <i>demonstrate the ability to add or subtract values with or without technology;</i> • <i>recognize that 100% represents one whole;</i> • <i>recognize that some situations take more than one step to accomplish;</i> • <i>recognize real-world examples of change;</i> • <i>collect student data using an appropriate communication device; and</i> • <i>identify appropriate measurement tools for different tasks given objects or pictures.</i>
Supported Independence	<p>Sixth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Sixth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>differentiate between the operations;</i> • <i>find combinations of equal parts that make a whole;</i> • <i>identify algebraic expressions with one variable;</i> • <i>determine quantities that change;</i> • <i>identify 3-D figures;</i> • <i>select appropriate tools for measurement; and</i> • <i>answer questions about data on bar graphs.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Sixth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Sixth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>find the factors of a one-digit number;</i> • <i>model order of operations using concrete objects;</i> • <i>interpret a rule for a one-operation function table;</i> • <i>demonstrate the ability to add or subtract values with or without technology;</i> • <i>model quantities that change;</i> • <i>identify triangles in the environment; and</i> • <i>create and interpret tables and graphs.</i>
Independent	<p>Sixth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Sixth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>convert fractions to a percent using models;</i> • <i>perform computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;</i> • <i>demonstrate the relationship of subtracting equal parts from a whole;</i> • <i>display independence in the use of technology and tools (calculators, rulers, and geometric shapes);</i> • <i>match 2-D patterns to 3-D objects;</i> • <i>use the correct measurement tool for real-world situations; and</i> • <i>collect information from their environment and create graphs.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Seventh-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	<p>Seventh-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>recognize a number line and a coordinate plane;</i> • <i>demonstrate the ability to add positive integers with or without technology;</i> • <i>identify monetary values;</i> • <i>recognize the need for more of something to complete a task;</i> • <i>match like figures;</i> • <i>locate a line of symmetry for a square item; and</i> • <i>display pictorial data.</i>
Supported Independence	<p>Seventh-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>move from one number to another on a simple number line;</i> • <i>evaluate simple algebraic expressions using one type of operation;</i> • <i>read a simple function table;</i> • <i>match a point to a coordinate position;</i> • <i>sort similar figures;</i> • <i>demonstrate techniques used for measurement; and</i> • <i>predict if a simple event is likely or unlikely.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Seventh-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>represent a position on a number line;</i> • <i>multiply positive integers to obtain a product less than or equal to 10;</i> • <i>identify the change in a given pattern;</i> • <i>solve simple equations by adding/subtracting the same number with or without manipulatives and technology;</i> • <i>classify objects by their attributes;</i> • <i>determine appropriate measurement tool; and</i> • <i>create and interpret tables and graphs.</i>
Independent	<p>Seventh-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>complete a function table;</i> • <i>find products using a constant factor;</i> • <i>write expressions with an unknown;</i> • <i>display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);</i> • <i>construct 3-D shapes from 2-D drawings;</i> • <i>measure, weigh, or determine measurements of real-world objects; and</i> • <i>compare student predictions to experimental data.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Eighth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	<p>Eighth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Eighth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>recognize a number line;</i> • <i>follow a sequence of tasks or directions to get a desired result;</i> • <i>add positive integers;</i> • <i>recognize a function table;</i> • <i>recognize a coordinate plane;</i> • <i>match similar figures; and</i> • <i>match appropriate measurement tools to different tasks given objects or pictures.</i>
Supported Independence	<p>Eighth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Eighth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>move designated spaces on a number line;</i> • <i>evaluate simple algebraic expressions using one type of operation (e.g., add, subtract, multiply, divide);</i> • <i>read a function table;</i> • <i>solve equations using manipulative and guess and check;</i> • <i>locate and connect points on a coordinate grid;</i> • <i>find measurements for real-world objects; and</i> • <i>make decisions using pictorial data.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Eighth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Eighth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>classify student activities into groups with overlap using diagrams;</i> • <i>evaluate simple algebraic expressions using one type of operation;</i> • <i>identify the change in a simple pattern using a function table;</i> • <i>graph points on quadrant I of a coordinate grid;</i> • <i>classify objects by their attributes;</i> • <i>select the proper tool of measurement given real-world objects; and</i> • <i>predict if an event is more likely or less likely to occur for simple events.</i>
Independent	<p>Eighth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Eighth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>sort items into groups using Venn diagrams;</i> • <i>perform simple one-operation computations using a number line;</i> • <i>evaluate simple expressions involving two or more operations;</i> • <i>display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);</i> • <i>use a function table to record data;</i> • <i>identify and/or draw conclusions using geometric figures from real-world situations; and</i> • <i>compare student predictions to experimental data.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 9 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Ninth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	<p>Ninth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disability.</p> <p><i>Ninth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>follow a sequence of tasks or directions;</i> • <i>demonstrate an understanding of powers of 10 using manipulatives;</i> • <i>recognize an input and an output;</i> • <i>recognize concepts of more and less, increasing, decreasing, and constant;</i> • <i>recreate a triangle by following a model;</i> • <i>identify polygons by definition; and</i> • <i>recognize endpoints of line segments on a coordinate grid.</i>
Supported Independence	<p>Ninth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Ninth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>write or show a ratio or percent using a manipulative;</i> • <i>represent a simple problem in various forms;</i> • <i>find the rate of change;</i> • <i>calculate one measure of central tendency, mean, median, or mode;</i> • <i>identify quadrilaterals from assorted shapes;</i> • <i>recognize patterns repeating as tessellations; and</i> • <i>indicate the distance between the given endpoints on a coordinate grid.</i>

Mathematics Performance Level Descriptors
ACTAAP Grade 9 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Ninth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Ninth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>evaluate simple algebraic expressions using one type of operation;</i> • <i>identify steps needed to solve a simple equation;</i> • <i>construct a table or chart from a problem-solving situation;</i> • <i>express the meaning of the rate of change;</i> • <i>determine if a triangle exists when given three segment measures;</i> • <i>write ratios comparing items of different sizes; and</i> • <i>recognize different types of transformations.</i>
Independent	<p>Ninth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Ninth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>solve simple problems using rates, proportions, and percentages;</i> • <i>recognize the dependent and independent variables from a variety of activities;</i> • <i>create a line graph from a table of data and recognize the vertical change;</i> • <i>construct an input/output table and explain the pattern of a given equation;</i> • <i>apply given measurements to formulas and simplify formulas with or without technology;</i> • <i>create a tessellation; and</i> • <i>apply the distance and midpoint formula to find the distance between two points and to find the midpoint.</i>

Science Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Fifth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
Emergent	<p>Fifth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>identify various animal or plant structures;</i> • <i>list examples of plants and animals found in a particular ecosystem;</i> • <i>examine physical characteristics using everyday objects;</i> • <i>examine various simple machines; and</i> • <i>distinguish between various earth materials (e.g., rocks, minerals, soil) and organic matter.</i>
Supported Independence	<p>Fifth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>create models of various animal and plant structures;</i> • <i>make generalizations about the types of organisms in a particular ecosystem;</i> • <i>list physical characteristics of various substances;</i> • <i>list examples of simple machines; and</i> • <i>make simple observations about various samples of rocks, minerals and soil.</i>

Science Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Fifth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>compare various animal and plant structures;</i> • <i>categorize organisms found in a particular ecosystem;</i> • <i>compare the physical characteristics of various substances;</i> • <i>classify simple machines; and</i> • <i>compare the characteristics of various rocks, minerals, and soil types.</i>
Independent	<p>Fifth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Fifth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>compare and contrast various animal and plant structures and their functions;</i> • <i>compare the roles of various organisms within a particular ecosystem;</i> • <i>categorize substances according to their physical properties;</i> • <i>demonstrate the use of various types of simple machines; and</i> • <i>conduct investigations of various rocks, minerals, and soil types.</i>

Science Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Seventh-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
Emergent	<p>Seventh-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the supported independence level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>identify one or more systems in the human body;</i> • <i>examine the life cycles of various organisms;</i> • <i>explore a variety of commonly-occurring compounds;</i> • <i>identify objects and/or picture symbols as having potential or kinetic energy;</i> • <i>examine various factors that affect climate and weather; and</i> • <i>identify, using a model, the rotation and tilt of the Earth.</i>
Supported Independence	<p>Seventh-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>identify some of the organs belonging to a particular human body system;</i> • <i>identify examples of sexual and asexual reproduction in plants and animals;</i> • <i>identify a variety of commonly-occurring compounds;</i> • <i>demonstrate potential or kinetic energy using common objects;</i> • <i>list various factors that affect climate and weather; and</i> • <i>examine the causes of the day/night cycle and seasonal change.</i>

Science Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Seventh-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>identify specific organs within two or more human body systems;</i> • <i>compare life cycles and methods of reproduction in plants and animals;</i> • <i>list the elements that form simple commonly-occurring compounds;</i> • <i>model activities that demonstrate the use of potential and kinetic energy;</i> • <i>compare various factors that affect climate and weather; and</i> • <i>model the effects of the Earth's rotation and tilt.</i>
Independent	<p>Seventh-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Seventh-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>organize various organs according to the appropriate human body system;</i> • <i>label the life cycles and reproductive systems of plants and animals;</i> • <i>compare the properties of compounds with the properties of the elements of which they are composed;</i> • <i>conduct investigations to identify various types of potential and kinetic energy;</i> • <i>chart and compare climate and weather conditions in various regions of the country;</i> • <i>describe the relationship between the Earth's rotation and the day/night cycle; and</i> • <i>describe the relationship between the Earth's tilt and the seasons.</i>

Science Performance Level Descriptors
ACTAAP Grade 10 Science Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Tenth-grade students with disabilities at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
<i>Emergent</i>	<p>Tenth-grade students with disabilities at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Tenth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>list differences between animal and plant cells;</i> • <i>identify inherited traits found in various organisms;</i> • <i>describe variations within populations of organisms;</i> • <i>identify various common organisms by their kingdom;</i> • <i>match organisms with examples of their reproductive cycles (e.g., insect: metamorphosis, bacteria: binary fission); and</i> • <i>list examples of producers and consumers in an ecosystem.</i>
Supported Independence	<p>Tenth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Tenth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>identify cell structures specific to plant cells or animal cells;</i> • <i>recognize the difference in dominant and recessive traits;</i> • <i>identify changes that occur in organisms to enable survival;</i> • <i>identify organisms belonging to each of the six kingdoms;</i> • <i>describe the reproductive cycle of a variety of common organisms; and</i> • <i>examine the interactions among organisms in an ecosystem.</i>

Science Performance Level Descriptors
ACTAAP Grade 10 Science Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	<p>Tenth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Tenth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>compare and contrast plant and animal cells;</i> • <i>predict the appearance of offspring based on observation of the parents;</i> • <i>describe changes in populations due to natural selection;</i> • <i>classify organisms into the appropriate kingdom;</i> • <i>compare the reproductive cycles of organisms (e.g., asexual and sexual reproduction); and</i> • <i>describe how energy flows through an ecosystem.</i>
Independent	<p>Tenth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities.</p> <p><i>Tenth-grade students with disabilities performing at this level may be able to</i></p> <ul style="list-style-type: none"> • <i>conduct investigations to identify various plant and animal cell structures;</i> • <i>complete a Punnett square to predict the appearance of offspring;</i> • <i>describe the relationship between natural selection and evolution;</i> • <i>classify organisms based on multiple taxonomic levels (e.g., phylum, class);</i> • <i>sequence stages of reproductive cycles (e.g., metamorphosis, development of an embryo); and</i> • <i>compare and contrast the role of various organisms in the flow of energy through an ecosystem.</i>