National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards (NCSC AA-AAS)

National Center and State Collaborative

NCSC AA-AAS 2015 Guide for Score Report Interpretation for Arkansas Department of Education

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This guide and more information about the NCSC AA-AAS can be found at http://ncscpartners.org/

Introduction to the NCSC AA-AAS

Purpose

The National Center and State Collaborative (NCSC) alternate assessment based on alternate achievement standards (AA-AAS) was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to grade-level State Content Standards. NCSC AA-AAS is a component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to State Content Standards.

NCSC's long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

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

Student Participation

Students who have been determined eligible by their IEP team for participation in their state's AA-AAS are eligible to participate in the NCSC AA-AAS Test.

The criteria for student participation in the NCSC AA-AAS reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. The table below shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.* *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

NCSC AA-AAS Development

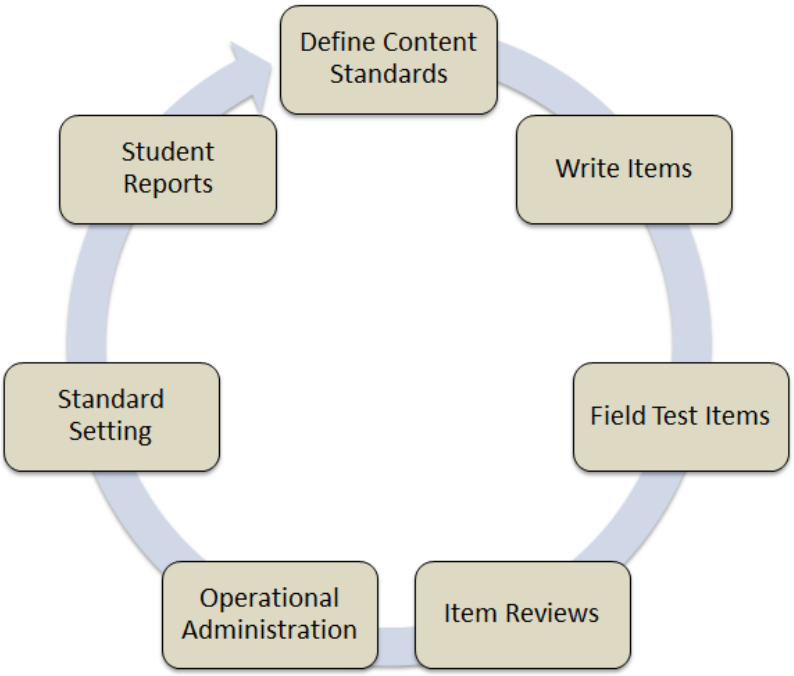
NCSC looked at the Learning Progression Frameworks (LPFs) together with the grade-level content expectations from the CCSS to identify and clarify the most salient grade-level, core academic content to guide instruction and assessment of students with the most significant cognitive disabilities from kindergarten through high school. This academic content is referred to as the Core Content Connectors (CCCs). The CCCs identify the academic content designed to frame instruction and assessment while retaining the grade level content focus of the CCSS and the learning targets of the LPFs. Each CCC represents a teachable and assessable part of the content.

NCSC used components of evidence centered design (ECD) to develop the multi-state NCSC AA-AAS. NCSC developed a conceptual model to systematically vary item complexity across and within content standards and domains that incorporated the interaction between content aligned to the CCSS, tasks, characteristics of SWSCD, and how SWSCD demonstrate what they know and can do. The guiding principle for the AA-AAS development was to create an assessment for grades 3 through 8 and 11, in mathematics and English language arts, that: (a) was accessible to all students, (b) supported the score inferences, and (c) collected evidence to examine the interpretive argument.

Universal Design for Learning (UDL) is integrated into the NCSC development framework and promotes accessibility of items through consideration of student needs and abilities during initial design and throughout the design process.

Content experts developed item specifications based on the final design patterns and task templates provided by NCSC. Each set of specifications began with identification of the CCSS, the CCC, the focal knowledge, skills, and abilities (FKSAs) and the Essential Understandings derived from the CCC.

See the diagram below for a visual representation of the development process.



Assessments for students with significant cognitive disabilities rely on a foundation of communicative competence. Students who do not have receptive and expressive communication are unlikely to be able to demonstrate what they know and can do on an assessment. Students who do not have a mode of communication are identified during the assessment process.
Post assessment, teachers may use the Communication Toolkit developed by NCSC to help these students develop a mode of communication. The toolkit can be found here: https://wiki.ncscpartners.org/index.php/Communication_Tool_Kit

Overview of the NCSC AA-AAS Format

The NCSC AA-AAS assesses English language arts (reading and writing) and mathematics at grades 3-8 and 11. The AA-AAS is aligned to the State Content Standards and the NCSC Core Content Connectors. It is an on demand item-based assessment made up mostly of selected response items written at four levels of complexity. The NCSC partnership designed the NCSC AA-AAS to capture student performance at different levels of skill acquisition.

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

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

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

NCSC ELA Test			
Session 1: Reading	**Session 2: Reading**	**Session 3: Writing**	**Session 4: Writing**
Literary and informational reading passages and associated Selected-Response Reading items Open-Response Foundational Reading items (Grades 3 and 4 only)	Literary and informational reading passages and associated Selected-Response Reading items Open-Response Foundational Reading items (Grades 3 and 4 only)	Selected-Response Writing items	One Constructed-Response Writing item (These were field-tested items)

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

Description of NCSC AA-AAS Item Types

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

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

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

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

The CR writing item requires students to produce a permanent product, using his/her typical mode of response, e.g., verbalizing a response to a scribe, using Augmentative and Alternative Communication, using eye gaze, in response to a writing prompt. The student or scribe will record the response to the writing prompt on either the response template that is in the online NCSC Assessment System or on the paper response template that is included in the Writing DTA.

The CR writing item is presented to the student by the TA in a standardized, scripted sequence of steps and includes directions to present grade, and prompt-specific writing stimulus materials that need to be printed and prepared. All writing stimulus materials, including the response template, are identified by a card number included in the Writing DTA.

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

Students with clear and consistent oral speech are administered the OR Foundational Reading items. Students using communication other than oral speech, such as Augmentative and Alternative Communication (AAC) devices, American Sign Language, braille or eye gaze are administered the SR Foundational Reading items included in the Reading Test.

Scoring

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

Please note that for the 2014-2015 year, the CR writing score is not included in the student's overall ELA score.

NCSC AA-AAS Score Reporting

Overview

This guide describes the various types of score reports provided for the 2014-15 NCSC AA-AAS administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s).

Users of score report results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information on student performance, e.g., IEP progress reports and report cards.

Key features of the NCSC AA-AAS score reporting system include:

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

Performance Levels

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

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

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

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

Table 1

Performance-Level Scale Score Ranges for 2015 by Content Area and Grade

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

Interpreting and Using the NCSC AA-AAS Scores

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

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

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

The student performance scores can be interpreted in the context of the relevant Performance Level Descriptors, State Content Standards and Core Content Connectors. The Parent Overview of NCSC Assessment for each grade may also provide helpful information to teachers for interpreting and using scores. The Parent Overview of NCSC Assessment for all grades can be found in Appendix C.

Types of Score Reports

Score reports are generated for each district, school, and student and accessed online through the NCSC reporting portal. State NCSC Coordinators will notify Test Coordinators when the NCSC reporting portal will be available, and provide information for accessing the reports. Test Administrators should refer their Test Coordinators for reports.

Listed below are the types of NCSC AA-AAS score reports that will be available on the NCSC Reporting Portal. All NCSC AA-AAS score reports are confidential documents.

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

Special Reporting Codes and Messages

In some cases students were assigned a special reporting code. A complete list of special reporting codes and their associated descriptions is provided below. For additional information or interpretation of special reporting codes, contact your State NCSC Coordinator.

Test Status		
Code	**Test Status**	**Description**
ESR	Early Stopping Rule	If the TA did not observe a student response after the presentation of 4 items, the test was closed by the TA
ESM	Early Stopping Rule Misadministration	Testing may have ended early on the basis that a consistent mode of communication was not observed. At least one response was recorded for the student, but the student may not have had the opportunity to complete the entire test.
INC	Tested - Incomplete	The student's test was not submitted by the close of testing. The student may not have had the opportunity to complete the entire test.
IRR	Administration Irregularity	An administration irregularity not necessitating an invalidation of scores was reported for the student's test.
INV	Invalidated	The results of the student's test have been invalidated.
PRF	Parental Refusal	The student did not test due to a Parent/Guardian refusal.
ELL	ELL Exempt (ELA Only)	The student was exempt from ELA testing due to being a first year English Language Learner.
EXE	Exempt (Emergency, Medical, Other)	The student was exempt from testing. Other for Arkansas-Grade 11 students who took the grade 9 math portfolio did not have to take the Grade 11 Math NCSC test.
DNT	Did Not Test	The student did not test via the NCSC assessment.
WDR	Withdrew	The student withdrew.
NLE	No Longer Eligible	The student is not eligible to test via the NCSC assessment.

Testing Participation Requirements by Content Area

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

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

For additional information regarding the reported test status, contact your State NCSC Coordinator:

Charlotte Marvel, charlotte.marvel@arkansas.gov , 501-682-5296 or

Jared Hogue, jared.hogue@arkansas.gov, 501-682-4946.

Reports for the District

District Summary Report

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

Figure 1 – Sample District Summary Report

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English Language Arts

SUMMARY REPORT
Demonstration State
East Vancouver District

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

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

1. Content Area of the report.

2. State and District included in the report.

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

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

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

Reports for the School

School Summary Report

Figure 2 – Sample School Summary Report

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1 Mathematics

2 SUMMARY REPORT
Demonstration State
East Vancouver District
East Vancouver School

3 4 5

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

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

1. Content Area of the report.

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

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

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

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

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

1

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

2 3

Spring 2015

5 4

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

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

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

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

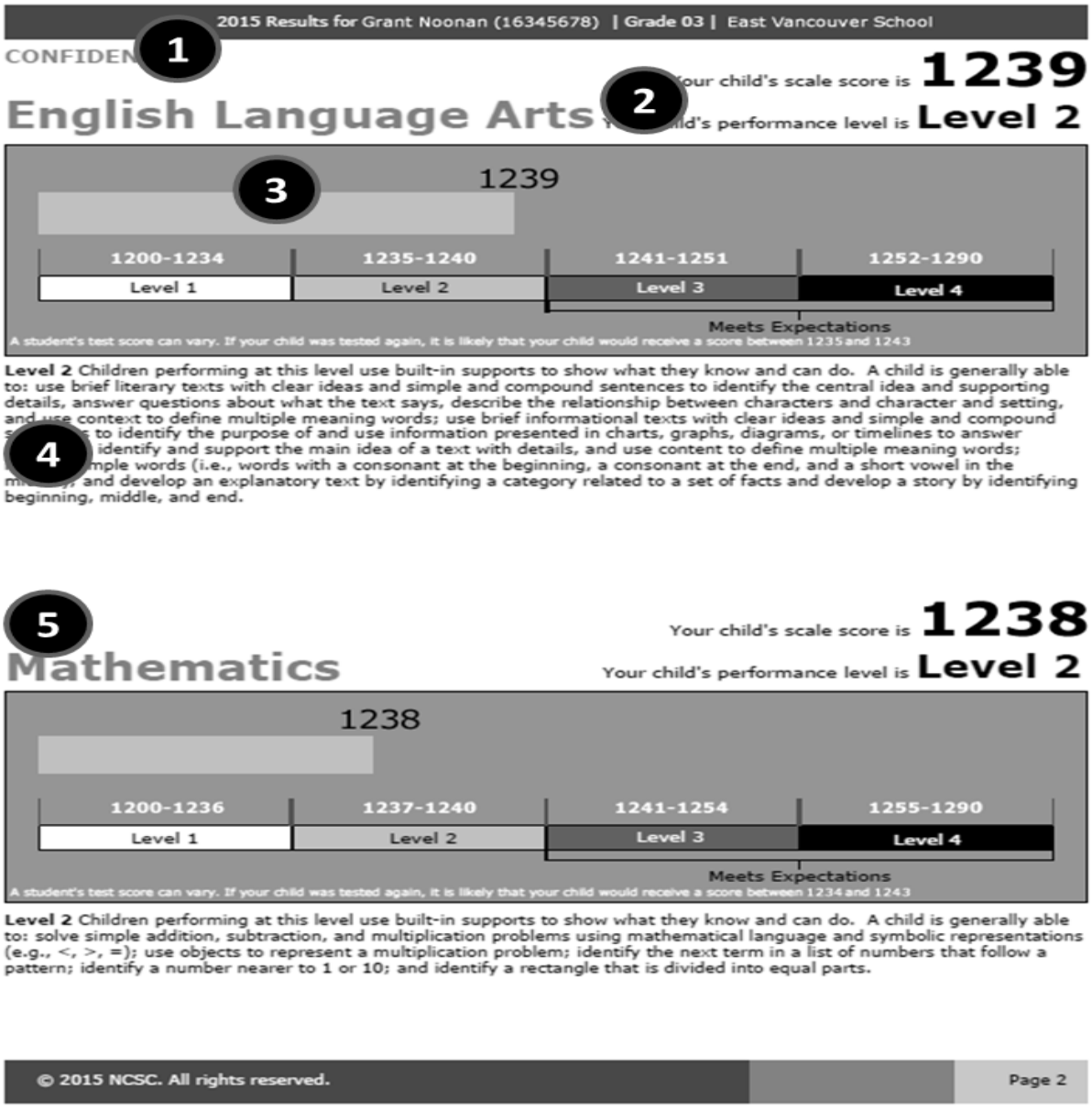
Student Results File CSV

A CSV file of student results will be available to District Test Coordinators through the NCSC Reporting Portal. For information regarding this file, contact your Test Coordinator.

Individual Student Report

The Individual Student Report provides scale score and performance level information for a specific student. Figure 3 shows page 2 of the ISR. A full sample ISR is included in Appendix A.

Figure 4 – Sample Individual Student Report



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

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

Appendix A

Individual Student Report

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Spring 2015 English Language Arts and Mathematics Results for
Grant Noonan | East Vancouver School | Grade 03

Dear Parents and Guardians,

This report shows your child's scale score and performance level for the 2015 National Center and State Collaborative (NCSC) Alternate Assessment in Mathematics and English Language Arts (ELA).

The NCSC alternate assessment, developed by a group of states and national organizations, is your state's online alternate assessment for Mathematics and ELA for grades 3 - 8 and 11. The NCSC Alternate Assessment is designed to assess students with significant cognitive disabilities and measures academic content that is aligned to and derived from your state's content standards. The test contains many built-in supports that allow students to take the test using materials they are most familiar with and to communicate what they know and can do as independently as possible. These are some of the built-in supports found in the NCSC Alternate Assessment:

- reduced passage length for the ELA reading passages
- pictures and other graphics to help students understand what they read (or what is being read to them)
- models for students to use during the ELA and mathematics tests
- common geometric shapes and smaller numbers on the mathematics tests
- the option to have the entire test read aloud

In order to support communication independence to the greatest extent possible, the NCSC alternate assessment is designed to work with different communication modes and systems. Please discuss the specific ways your child participated with your child's teacher.

The scale score and performance level summarizes your child's performance on the academic standards in your state. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

You can find more information and resources for helping your child by talking to your child's teacher or by going to www.ncscpartners.org.

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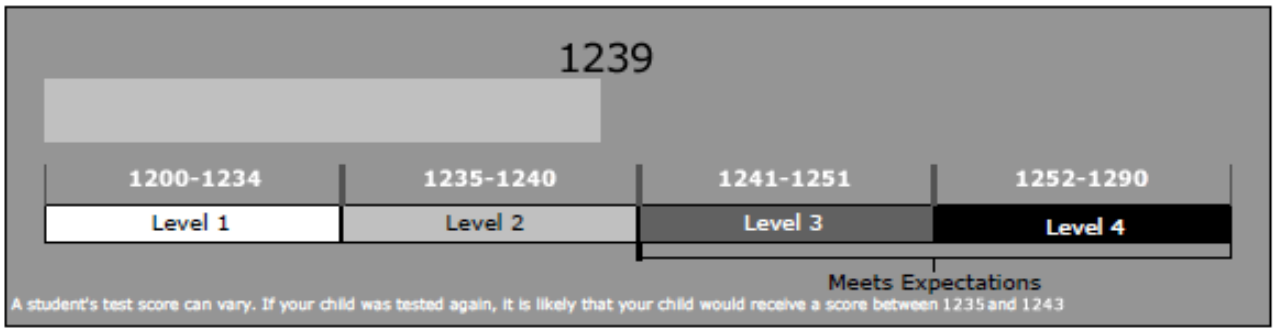
Your child's scale score is **1239**

English Language Arts

Your child's performance level is **Level 2**

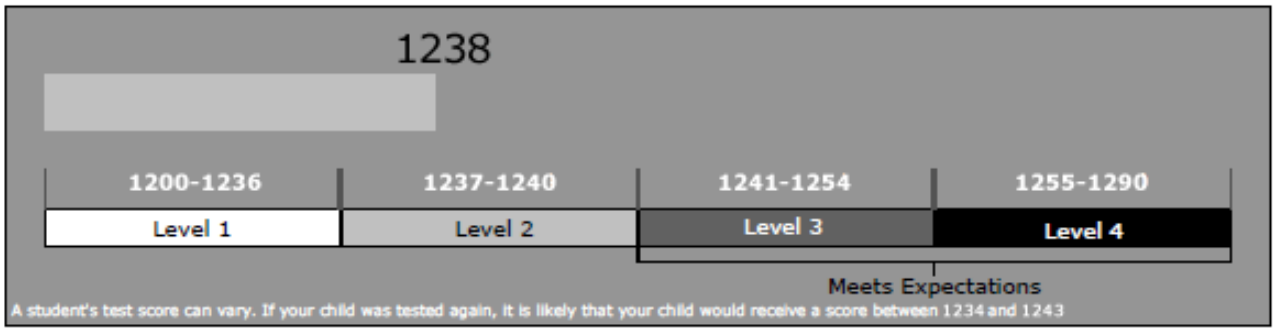


Level 2 Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use brief literary texts with clear ideas and simple and compound sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to identify the purpose of and use information presented in charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea of a text with details, and use content to define multiple meaning words; identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle); and develop an explanatory text by identifying a category related to a set of facts and develop a story by identifying beginning, middle, and end.

Your child's scale score is **1238**

Mathematics

Your child's performance level is **Level 2**



Level 2 Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g., <, >, =); use objects to represent a multiplication problem; identify the next term in a list of numbers that follow a pattern; identify a number nearer to 1 or 10; and identify a rectangle that is divided into equal parts.

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Appendix B

Performance Level Descriptors

ELA
Mathematics

Grade 3 ELA Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th></tr>
<tr><td>Low text complexity -
Brief text with straightforward ideas and relationships; short, simple sentences.</td><td>Low text complexity -
Brief text with straightforward ideas and relationships; short, simple sentences.</td><td>Moderate text complexity -
Text with clear, complex ideas and relationships and simple; compound sentences.</td><td>High text complexity -
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td></tr>
<tr><td rowspan="5">In reading, he/she is able to:
• identify the topic of a literary text
• identify a detail from a literary text
• identify a character or setting in a literary text
• identify the topic of an informational text
• identify a title, caption, or heading in an informational text
• identify an illustration related to a given topic
• identify a topic presented by an illustration
• identify the meaning of words (i.e., nouns)</td><td>In reading, he/she is able to:
• determine the central idea and supporting details in literary text
• determine the main idea and identify supporting details in informational text
• determine the main idea of visually presented information
• identify the purpose of text features in informational text
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions
• use context to identify the meaning of multiple meaning words</td><td>In reading, he/she is able to:
• determine the central idea and supporting details in literary text
• determine the main idea and identify supporting details in informational text
• determine the main idea of visually presented information
• identify the purpose of text features in informational text
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions
• use context to identify the meaning of multiple meaning words</td><td rowspan="5">In reading, he/she is able to:
• determine the central idea and supporting details in literary text
• determine the main idea and identify supporting details in informational text
• determine the main idea of visually presented information
• identify the purpose of text features in informational text
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions
• use context to identify the meaning of multiple meaning words</td></tr>
<tr><td>AND with Moderate text complexity -
Text with clear, complex ideas and relationships and simple; compound sentences.</td><td>AND with High text complexity -
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td></tr>
<tr><td>• use details from a literary text to answer specific questions
• describe the relationship between characters, and character and setting in literary text</td><td>• use details from a literary text to answer specific questions
• describe the relationship between characters, and character and setting in literary text</td></tr>
<tr><td>AND with accuracy, he/she is able to:
• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td><td>AND with accuracy, he/she is able to:
• identify grade level words</td></tr>
<tr><td>AND in writing, he/she is able to:
• identify a statement related to an everyday topic</td><td>AND in writing, he/she is able to:
• identify elements of a narrative text to include beginning, middle, and end
• identify the category related to a set of facts</td><td>AND in writing, he/she is able to:
• identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</td></tr>
</table>

Grade 4 ELA Performance Level Descriptors

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

Grade 5 ELA Performance Level Descriptors

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

Grade 6 ELA Performance Level Descriptors

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

Grade 7 ELA Performance Level Descriptors

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

Grade 8 ELA Performance Level Descriptors

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

Grade 11 ELA Performance Level Descriptors

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

Grade 3 Mathematics Performance Level Descriptors

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

Grade 4 Mathematics Performance Level Descriptors

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

Grade 5 Mathematics Performance Level Descriptors

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

Grade 6 Mathematics Performance Level Descriptors

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

Grade 7 Mathematics Performance Level Descriptors

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

Grade 8 Mathematics Performance Level Descriptors

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

Grade 11 Mathematics Performance Level Descriptors

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

Appendix C

Writing Scoring Rubrics

Arkansas did not report any score reports for Writing because the items were being Field tested. The scoring rubrics are being included in the Report Interpretation Guide to give the teachers some guidance about how the writing was scored for the Field test items and for future reference regarding writing items.

Grade 3 Writing Scoring Rubrics

Tier 3

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The narrative establishes a situation (i.e., activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: ☐ character and situation (activity and setting) ☐ two descriptions related to a character ☐ a conclusion that connects to the situation	The narrative includes at a minimum: ☐ character and situation (activity or setting) ☐ one description related to a character ☐ a conclusion that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, details or descriptive words related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
Idea Development – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.	The narrative includes at a minimum: ☐ two sequenced events related to the situation ☐ both events include a detail ☐ appropriate use of temporal words that signal order of events	The narrative includes at a minimum: ☐ one event related to the situation ☐ an event that includes a detail ☐ one temporal word that may or may not be used appropriately	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: ☐ capitalization at the beginning of each thought unit ☐ end punctuation for more than one thought unit ☐ one simple sentence that contains subject-verb agreement	The narrative includes at a minimum two of the following: ☐ capitalization to begin one thought unit ☐ end punctuation for one thought unit ☐ one simple sentence with or without subject-verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 3 Writing Scoring Rubrics

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The narrative establishes a situation (i.e., activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: ☐ character and situation (activity and setting) ☐ a concluding statement that connects to the situation	The narrative includes at a minimum: ☐ character and situation (activity or setting) ☐ a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation or conclusion.	There is no evidence of organization or the evidence is off topic.
Idea Development – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.	The narrative includes at a minimum: ☐ a sequence of two events related to the situation ☐ both events include a detail	The narrative includes at a minimum: ☐ one event that related to the situation ☐ an event that includes a detail	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: ☐ end punctuation for more than one thought unit ☐ one simple sentence with subject-verb agreement	The narrative includes at a minimum: ☐ end punctuation for one thought unit ☐ one simple sentence with or without subject-verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 4 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The narrative establishes a situation (i.e., activity or setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: ☐ character and situation ☐ a concluding statement that connects to the situation	The narrative includes at a minimum: ☐ character and situation ☐ a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
Idea Development – The narrative includes a description of events using concrete words or sensory details (e.g., adverbs, adjectives, clause, or prepositional phrase) related to the events.	The narrative includes at a minimum: ☐ two events related to the situation ☐ both events include a detail related to character's action or response to a situation	The narrative includes at a minimum: ☐ one event related to the situation ☐ one event includes a detail related to character's action or response to a situation	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (e.g., subject-verb agreement).	The essay includes more than one sentence and at a minimum: ☐ end punctuation to end more than one thought unit ☐ one complete sentence with subject-verb agreement	The narrative includes at a minimum: ☐ end punctuation to end one thought unit ☐ one complete sentence with or without subject-verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 5 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The narrative establishes a situation (i.e., activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: ☐ two characters unchanged through narrative ☐ establish a situation (i.e., activity and setting) ☐ a concluding statement that connects to the situation	The narrative includes at a minimum: ☐ two characters ☐ a setting or activity ☐ a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
Idea Development – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: ☐ two events that connect to the narrative ☐ both events include a detail related to character's action or response to a situation ☐ one dialogue statement from one character to the other character relevant to the narrative	The narrative includes at a minimum: ☐ one event related to characters' action/response to a situation ☐ one event includes a detail related to character's action or response to a situation ☐ one dialogue statement from one character to the other character which may not be relevant to the narrative	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: ☐ end punctuation for more than one thought unit ☐ one complete sentence with subject/verb agreement	The essay includes at a minimum: ☐ end punctuation for one thought unit ☐ one complete sentence with or without subject/verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 6 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: ☐ an introduction that states the essay is about two opposing conditions ☐ a body that includes: -one activity for each of the two opposing conditions; and -one activity common to both conditions ☐ a conclusion that states two opposing conditions or summarizes the content	The essay includes at a minimum: ☐ an introduction that states one activity or topic ☐ a body that relates two conditions with activities ☐ a conclusion that states an activity or the topic	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
Idea Development – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: ☐ three activities, each with relevant details (the same detail may be used for all activities if relevant to each)	The essay includes at a minimum: ☐ one activity with a relevant detail	The essay includes at a minimum a detail that describes an activity.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: ☐ end punctuation for more than one thought unit ☐ one complete sentence with subject/verb agreement	The essay includes at a minimum: ☐ end punctuation for one thought unit ☐ one complete sentence with or without subject/verb agreement	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 7 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect).	The essay includes at a minimum: ☐ introduction that states the topic/cause ☐ a body that relates the effect to the provided cause ☐ a conclusion that states the essay is about a cause and its effect	The essay includes at a minimum: ☐ introduction that states the topic/cause ☐ a body that includes an effect that may not relate to the provided cause ☐ a conclusion that states a cause or the effect	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion)	There is no evidence of organization or the evidence is off topic.
Idea Development – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: ☐ a relevant detail to describe the effect	The essay includes at a minimum: ☐ one effect with no relevant detail	The essay includes at a minimum a related idea to the effect.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: ☐ end punctuation for more than one thought unit ☐ one complete sentence with subject/verb agreement	The essay includes at a minimum: ☐ end punctuation for one thought unit ☐ one complete sentence with or without subject/verb agreement	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 8 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: ☐ an introduction that states both parts of the problem ☐ a body that relates how the solution can be applied to the problem ☐ a conclusion that states the problem and the solution	The essay includes at a minimum: ☐ an introduction that states the problem ☐ one solution that may not relate to the problem ☐ a conclusion that states the problem or the solution	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
Idea Development – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: ☐ a relevant detail to describe the problem ☐ a relevant detail to describe the solution	The essay includes at a minimum: ☐ a relevant detail to describe the problem or the solution	The essay includes at a minimum a detail or word that describes the problem or the solution.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject/verb agreement).	The essay includes more than one sentence and at a minimum: ☐ end punctuation for more than one thought unit ☐ one complete sentence with subject/verb agreement	The essay includes at a minimum: ☐ end punctuation for one thought unit ☐ one complete sentence with or without subject/verb agreement	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 11 Writing Scoring Rubrics

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: ☐ an introduction that states the claim and a rational reason ☐ a conclusion that states the claim and the rational reason	The essay includes at a minimum: ☐ an introduction that states the claim or a reason ☐ a conclusion that states the claim or the reason	The essay includes at a minimum some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion).	There is no evidence of organization or the evidence is off topic.
Idea Development – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence	The essay includes at a minimum: ☐ the body includes two relevant facts or examples ☐ words or phrases to connect the reason with one relevant facts or example	The essay includes at a minimum: ☐ the body includes only one relevant fact or example ☐ word or phrases to connect the reason with one fact or example	The essay includes at a minimum a word related to the reason.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: ☐ end punctuation for more than one thought unit ☐ one complete sentence with subject/verb agreement using student-generated text	The essay includes at a minimum: ☐ end punctuation for one thought unit ☐ one complete sentence with or without subject/verb agreement using student-generated text	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Appendix D

Parent Brochure of NCSC Assessment

Parent Brochure of NCSC Assessment: Grade 3

Parent Brochure of NCSC Assessment: Grade 4

Parent Brochure of NCSC Assessment: Grade 5

Parent Brochure of NCSC Assessment: Grade 6

Parent Brochure of NCSC Assessment: Grade 7

Parent Brochure of NCSC Assessment: Grade 8

Parent Brochure of NCSC Assessment: Grade 11

These are on the ADE website at:
http://www.arkansased.gov/divisions/learning-services/assessment/assessments-for-students-with-disabilities/ncsc-operational-testing-spring-2015