Multi-State Alternate Assessment

(MSAA)

2016 Guide for Score Report Interpretation

Arkansas Department of Education

Contents

Introduction to the MSAA

Purpose 1
Student Participation 2
Overview of the MSAA AA-AAS Format 3
Scoring 3

MSAA Score Reporting

Overview 4
Interpreting and Using the MSAA Scores 5
Talking to Parents and Guardians 5
Special Reporting Codes and Messages 6
Testing Participation Requirements by Content Area 7

Reports for the District

District Summary Report 8

Reports for the School

School Summary Report 9
School Roster Report 10
Individual Student Report 12

Appendices

A. Individual Student Report 13
B. Descriptions of Performance Levels 17
C. Writing Scoring Rubrics 33
D. Parent Overview of MSAA Assessment 42

Introduction to the MSAA

Purpose

The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of secondary outcomes. The MSAA is designed to measure academic content that is aligned to and derived from Arkansas State Content Standards. This test contains many built-in supports that allow students to use materials they are most familiar with and communicate what they know and can do as independently as possible. The MSAA is administered in the areas of ELA and Mathematics in grades 3-8 and 11.

This assessment was developed through the research and development done by the National Center and State Collaborative (NCSC) and has been carried forward by the MSAA State Partners. MSAA is currently being administered by participating states: Arizona, Arkansas, Maine, Maryland, Montana, the Pacific Assessment Consortium (PAC-6) [1], Rhode Island, South Dakota, Tennessee, and Washington, D.C.

This guide provides information regarding the administration and results of the spring 2016 MSAA to district and school personnel.

[1] The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) are collectively considered one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

Student Participation

The criteria for student participation in the MSAA 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.
Students must meet the following eligibility criteria:

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 State Content Standards for Math and Literacy.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state content standards for math and literacy 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.

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 at: https://wiki.ncscpartners.org/index.php/Communication_Tool_Kit.

Overview of the MSAA Format

The MSAA assesses English language arts (reading and writing) and mathematics at grades 3-8 and 11. The MSAA is aligned to the State Content Standards and the MSAA Core Content Connectors. MSAA is computer-based, on demand item-based assessment consisting mostly of selected response items written at four levels of complexity. Thus, the MSAA captures student performance at different levels of skill acquisition.

Students with significant cognitive disabilities often need materials and instructional strategies that are substantially adapted, scaffolded, and have built-in supports to meet their individual challenges. MSAA has been developed to access basic grade and age level skills in line with general curriculum and standards for mathematics and ELA.

The MSAA levels of complexity are designed to follow instructional practices. When students begin to learn a new skill, or acquire new knowledge, they need more support. As students learn and develop mastery of that skill or knowledge, they need less support. The test items on the MSAA are developed with many scaffolds and supports embedded within the items. Supports not embedded in the test items may be provided as accommodations, as well as other allowable ways to present the item to a student, based on their individual requirements.

The assessment is designed to be administered one-on-one, online, or in a paper–pencil format. The needs of the student may also be addressed through other supports and accommodations such as: reading the test aloud, having a scribe, using manipulatives, object replacement, translating the test into ASL, among others.

Each content area consists of 30-40 items that are mostly selected response. The writing portion of the ELA test contains a scaffolded writing prompt at each grade level. Each content test is divided into test sessions. Test administrators have substantial leeway in developing a testing schedule with the ability to start and stop a test depending on the engagement of the student.

Scoring

Scoring of most items is accomplished within the online test platform. The selected response items are scored as correct or incorrect by the test platform based on the answer keys programmed into the system. Other constructed response items are scored by the Test Administrator and then marked correct or incorrect in the test platform. Items without responses receive a score of zero.

The writing prompts at each grade level were field tested this year. Student responses are hand-scored. Results from the writing prompts will not be included on score reports and are not part of the overall ELA score for the 2015-16 year.

MSAA Score Reports

Overview

This guide describes the types of score reports provided for the 2015-16 MSAA administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s).

Please remember that test data constitute a single source of information that should be used along with other relevant information on student performance, e.g., IEP progress reports, diagnostic assessments, class work, and report cards.

Information included on the score reports:

- *Performance Levels describe how the student did in relation to the knowledge and skills of that content area and grade level. Each performance level has* two components: the scale scores that make u each level and the performance level descriptors. The performance level descriptors are broad and general statements regarding skills and abilities of students who have attained each level. Performance levels for the MSAA were established by committees of educators after the first NCSC administration of the assessment in 2015. Performance level descriptors for each content area and grade level can be found in Appendix B of this document. The scale score ranges that make up each performance level can be found in Appendix B.
- *Scale scores* report the performance level the student achieved. Scale score are more precise than performance levels and may be used to make comparisons between groups of students, schools, and districts. Table 1 on page 16 shows the scale score ranges for each performance level, content area, and grade level.
- *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 MSAA measures.

Interpreting and Using the MSAA Scores

The MSAA tests student performance in English language arts (ELA) and mathematics based on States Content Standards. The student's performance level is based on alternate achievement standards. Results for the MSAA are reported by a scale score and performance level for each content area.

MSAA scores should be used in conjunction with the Individualized Education Program (IEP) progress reports, student work, diagnostic assessments, district-required assessments, and report cards in order to place the student's performance on academic content and skills in context and to provide a complete picture of the student's progress across a wide range of categories.
It is helpful to read the Performance Level Descriptors to understand the expectations for the performance level and grade level for each student. This information can provide a concrete link from the test to instructional planning.

Talking to Parents and Guardians

When talking to parents and guardians about their child's score, it may be helpful to keep the following in mind:

- The MSAA is a new or fairly new alternate assessment this school year for some states, and we recognize that student achievement may differ between MSAA and the previous state assessments for ELA, Mathematics, and Writing.
- Previous state assessments measured the old state standards whereas MSAA measures progress toward post-secondary options using the new Common Core Connectors: which are aligned to the States' Content Standards.
- Do not compare results in ELA and mathematics from previous state alternate assessments, unless you were part of the NCSC assessment, with the results of MSAA because they are different tests that measure different standards.
- The MSAA assessments are based on higher learning standards than states have had before, and the MSAA assessment results are still a new baseline for all states.
- MSAA assessment results should be used along with local assessment results and other information to determine what changes in curriculum and instruction may be needed to support student learning.
- MSAA scores alone should not be used to make placement or eligibility decisions.

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 MSAA State Lead.

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. Student at wrong grade level.
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. Arkansas 11th grade students who took 9th grade Math portfolio are exempt from 11th MSAA math test.
DNT	Did Not Test	The student did not test via the MSAA assessment.
WDR	Withdrew	The student withdrew.
NLE	No Longer Eligible	The student is not eligible to test via the MSAA assessment.

Types of Score Reports

Below are the types of MSAA score reports that will be available on the MSAA Reporting Portal. Only District testing coordinators using their current MSAA username and password may access the MSAA reports here: https://www.msaaassessment.org under the Reporting Tab. All MSAA 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

If you have any questions about accessing these MSAA reports, contact your MSAA State Lead. Contact the Assessment Office at 501-682-4558.

Student Results File CSV

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

Testing Participation Requirements by Content Area

All students in grades 3 – 8 and 11 are required to be assessed in English language arts (ELA) and mathematics. Participation Status is assigned independently for ELA and mathematics.

All submitted tests receive a Participation Status, regardless of the number of item responses.

For additional information regarding the reported test status, contact your MSAA State Lead at the Assessment Office, 501-682-4558.

Reports for 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
Demonstration District B

		Enrolled	Tested	Did Not Test	Average Scale Score	Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	9	2	7	1241	1	50	0	0	1	50	0	0
	District	1	0	1									
Grade 04	State	10	5	5	1232	3	60	2	40	0	0	0	0
	District	3	1	2	1236	0	0	1	100	0	0	0	0
Grade 05	State	10	8	2	1241	3	38	1	13	3	38	1	13
	District	2	2	0	1226	1	50	1	50	0	0	0	0
Grade 06	State	10	5	5	1236	2	40	2	40	1	20	0	0
	District	3	1	2	1228	1	100	0	0	0	0	0	0
Grade 07	State	10	8	2	1249	3	38	0	0	1	13	4	50
	District	2	2	0	1255	1	50	0	0	0	0	1	50
Grade 08	State	10	9	1	1247	1	11	3	33	2	22	3	33
	District	3	2	1	1256	0	0	1	50	0	0	1	50
Grade 11	State	10	10	0	1261	1	10	1	10	3	30	5	50
	District	2	2	0	1252	0	0	0	0	1	50	1	50

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The District Summary Report contains the following features 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 several grades in the state and district.
4. Number of students enrolled, tested and did not test, and average scale score by state and district.
5. Refer to the special reporting codes and messages for information regarding test status.
6. The number and percentage of students at each performance level by grade in the state and district.

Reports for the School

School Summary Report

Figure 2 – Sample School Summary Report

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Mathematics

SUMMARY REPORT
Demonstration State
Demonstration District A
Demonstration School 2

		Enrolled	Tested	Did Not Test	Average Scale Score	Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	9	5	4	1227	4	80	1	20	0	0	0	0
	District	8	5	3	1227	4	80	1	20	0	0	0	0
	School	2	2	0	1235	2	100	0	0	0	0	0	0
Grade 04	State	10	7	3	1230	4	57	3	43	0	0	0	0
	District	7	6	1	1231	3	50	3	50	0	0	0	0
	School	1	1	0	1239	0	0	1	100	0	0	0	0
Grade 05	State	10	7	3	1236	1	14	5	71	0	0	1	14
	District	8	6	2	1236	1	17	4	67	0	0	1	17
	School	2	2	0	1232	0	0	2	100	0	0	0	0
Grade 06	State	10	10	0	1246	1	10	4	40	2	20	3	30
	District	7	7	0	1245	1	14	3	43	1	14	2	29
	School	2	2	0	1240	0	0	1	50	1	50	0	0
Grade 07	State	10	7	3	1251	0	0	2	29	2	29	3	43
	District	8	7	1	1251	0	0	2	29	2	29	3	43
	School	2	1	1	1254	0	0	0	0	0	0	1	100
Grade 08	State	10	8	2	1246	0	0	3	38	2	25	3	38
	District	7	6	1	1248	0	0	2	33	1	17	3	50
	School	1	1	0	1249	0	0	0	0	0	0	1	100
Grade 11	State	10	10	0	1243	2	20	4	40	1	10	3	30
	District	8	8	0	1245	2	25	2	25	1	13	3	38
	School	2	2	0	1233	2	100	0	0	0	0	0	0

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The District Summary Report contains the following features 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 all grades in the state, district and school
4. Number of students enrolled, tested and did not test, and average scale score by state, district and school.
5. The number and percentage of students at each performance level by grade in the state, district and school.

School Roster Report

The school roster report provides student performance information at the school level for each grade, including each student's test status, scale score and performance level. See Figure 3 below.

Figure 3 – Sample School Roster Report

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SCHOOL ROSTER REPORT
Demonstration State
Demonstration District A
Demonstration School 2
Grade 03

		English Language Arts						Mathematics					
	Enrolled	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
State	9	2	1241	50	0	50	0	5	1227	80	20	0	0
District	8	2	1241	50	0	50	0	5	1227	80	20	0	0
School	2	2	1241	50	0	50	0	2	1235	100	0	0	0

Spring 2016

Student Name Student ID	English Language Arts				Mathematics			
	Test Status*	State Compare	Scale Score	Performance Level	Test Status*	State Compare	Scale Score	Performance Level
LastName10, First10 17564		-	1231	Level 1		+	1235	Level 1
LastName2, First2 17673		+	1250	Level 3		+	1235	Level 1

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

*For descriptions of the Test Statuses, see your State's Guide for Score Report Interpretation.

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Page 1

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SCHOOL ROSTER REPORT
Demonstration State
Demonstration District A
Demonstration School 2
Grade 07

		English Language Arts						Mathematics					
	Enrolled	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
State	10	8	1249	38	0	13	50	7	1251	0	29	29	43
District	8	6	1247	33	0	17	50	7	1251	0	29	29	43
School	2	2	1245	50	0	0	50	1	1254	0	0	0	100

Spring 2016

Student Name Student ID	English Language Arts				Mathematics			
	Test Status*	State Compare	Scale Score	Performance Level	Test Status*	State Compare	Scale Score	Performance Level
LastName46, First46 17629		+	1259	Level 4		=	1254	Level 4
LastName50, First50 17614		-	1231	Level 1	DNT			

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

*For descriptions of the Test Statuses, see your State's Guide for Score Report Interpretation.

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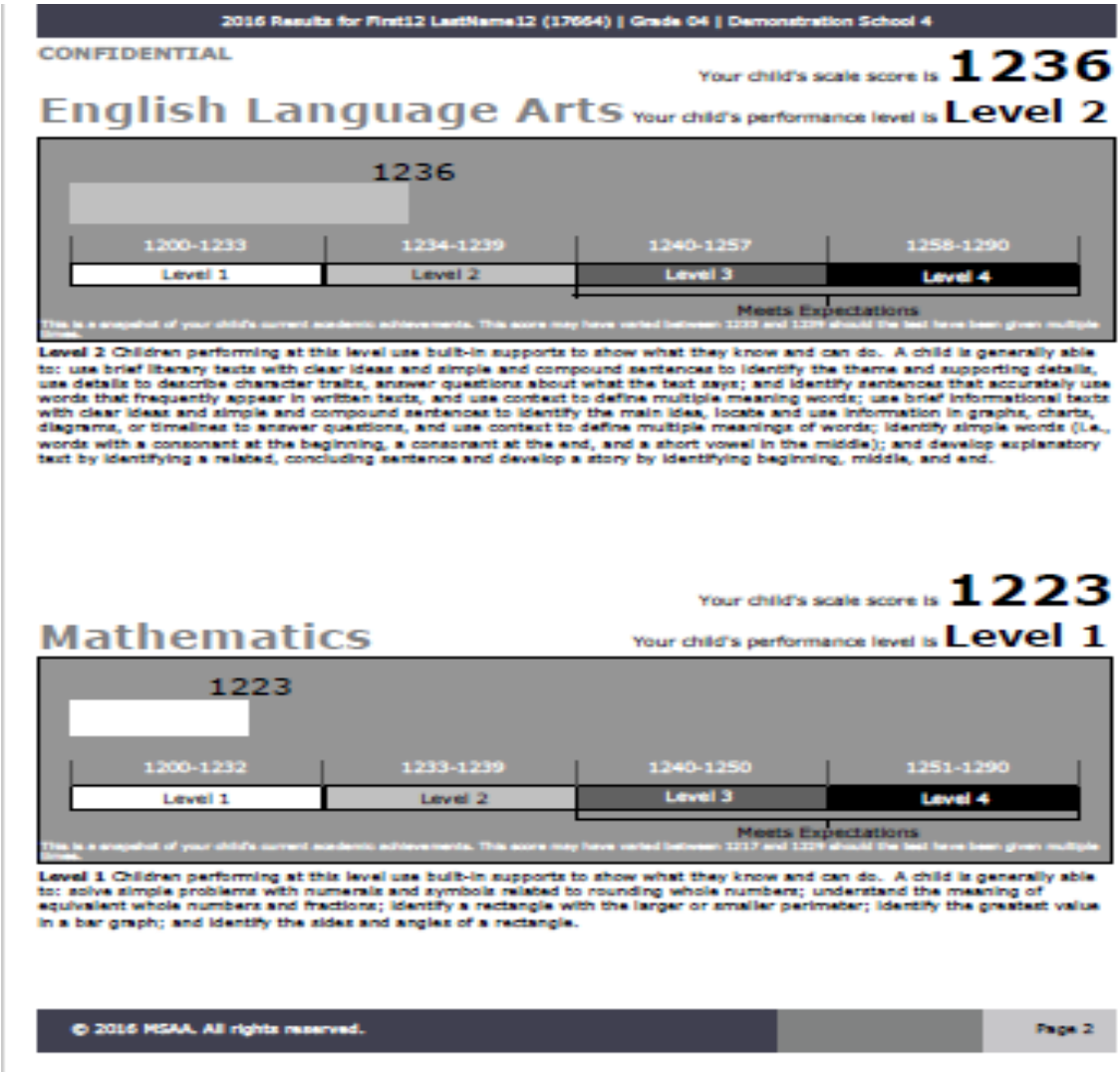
The School Roster Report contains the following features above:

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. The key shows symbols used in the "State Compare" column.

Individual Student Report

The Individual Student Report provides scale score and performance level information for a specific student. A full sample ISR is included in Appendix A.

Figure 4 – Sample Individual Student Report


2016 Results for First12 LastName12 (17664) | Grade 04 | Demonstration School 4

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Your child's scale score is **1236**

English Language Arts Your child's performance level is **Level 2**

1236

1200-1233	1234-1239	1240-1257	1258-1290
Level 1	Level 2	Level 3	Level 4

Meets Expectations

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 theme and supporting details, use details to describe character traits, answer questions about what the text says; and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to identify the main idea, locate and use information in graphs, charts, diagrams, or timelines to answer questions, and use context to define multiple meanings of 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 explanatory text by identifying a related, concluding sentence and develop a story by identifying beginning, middle, and end.

Your child's scale score is **1223**

Mathematics Your child's performance level is **Level 1**

1223

1200-1232	1233-1239	1240-1250	1251-1290
Level 1	Level 2	Level 3	Level 4

Meets Expectations

Level 1 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 problems with numerals and symbols related to rounding whole numbers; understand the meaning of equivalent whole numbers and fractions; identify a rectangle with the larger or smaller perimeter; identify the greatest value in a bar graph; and identify the sides and angles of a rectangle.

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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

Spring 2016 English Language Arts and Mathematics Results for NAME

Dear Parents and Guardians,

This report shows your child's scale score and performance level for the 2016 Multi-State Alternate Assessment (MSAA) in Mathematics and English Language Arts (ELA).

The MSAA is a group of states that have partnered to develop and administer your state's online alternate assessment for Mathematics and ELA for grades 3 – 8 and 11. The MSAA is designed to assess students with significant cognitive disabilities and measure 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 MSAA.

- shortened ELA reading passages
- pictures, charts, tables, and maps to help students understand the reading passages
- models and examples that explain important ideas and concepts that students can use during the ELA and mathematics tests
- common geometric shapes such as circles, triangles, and squares
- 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 MSAA is designed to work with different communication modes and systems. Please discuss the supports your child used on the MSAA with your child's teacher.

On the following pages, the scale score and performance levels for each content area summarizes your child's performance on the ELA and mathematics. 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 your state's alternate assessment web page.

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Your child's scale score is **1236**

English Language Arts

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

1236

1200-1233	1234-1239	1240-1257	1258-1290
Level 1	Level 2	Level 3	Level 4

Meets Expectations

This is a snapshot of your child's current academic achievements. This score may have varied between 1233 and 1239 should the test have been given multiple times.

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 theme and supporting details, use details to describe character traits, answer questions about what the text says; and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to identify the main idea, locate and use information in graphs, charts, diagrams, or timelines to answer questions, and use context to define multiple meanings of 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 explanatory text by identifying a related, concluding sentence and develop a story by identifying beginning, middle, and end.

Your child's scale score is **1223**

Mathematics

Your child's performance level is **Level 1**

1223

1200-1232	1233-1239	1240-1250	1251-1290
Level 1	Level 2	Level 3	Level 4

Meets Expectations

This is a snapshot of your child's current academic achievements. This score may have varied between 1217 and 1229 should the test have been given multiple times.

Level 1 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 problems with numerals and symbols related to rounding whole numbers; understand the meaning of equivalent whole numbers and fractions; identify a rectangle with the larger or smaller perimeter; identify the greatest value in a bar graph; and identify the sides and angles of a rectangle.

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Table 1

2016 Performance-Level Scale Score Ranges 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

Appendix B

Performance Level Descriptors

ELA
Mathematics

Appendix B: Performance Level Descriptors for ELA and Mathematics

MSAA 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 MSAA partnership developed grade-level PLDs to summarize the knowledge, skills, and abilities (KSAs) prioritized for the MSAA 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.

The performance descriptors included in Appendix B provide a detailed description for teachers, parents, and the public to see not only what grade-level content a student should know and be able to do in order to meet high expectations, but also the depth, breadth, and complexity of that content.

By using the PLDs, test results become multi-dimensional. Test results in the form of scale scores are one way educators, parents, and guardians find out where a student's performance is in relation to other students. The PLDs provide another dimension that completes the description of how a student interacts with the standards the test measures. Both the scale score and the PLDs provide information that help teachers, schools, parents and guardians build a path to student learning.

Grade 3 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 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)	**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	**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	**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
	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 • describe the relationship between characters, and character and setting in literary text	• use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text	
	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 a statement related to an everyday topic	**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	**AND in writing, he/she is able to:** • identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text	

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="4">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></td><td></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><td></td></tr>
</table>

Grade 6 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 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	**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	**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	**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
	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 • use context to identify the meaning of multiple meaning words	
AND in writing, he/she is able to: • identify an everyday order of events	**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	**AND in writing, he/she is able to:** • identify transition words and phrases to convey a sequence of events in narrative text	

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="4">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 -** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• 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 -** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• 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 -** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• 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 -** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• 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 -** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• 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 -** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• 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 -** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• 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 MSAA Assessment

Parent Brochure of MSAA Assessment: Grade 3

Parent Brochure of MSAA Assessment: Grade 4

Parent Brochure of MSAA Assessment: Grade 5

Parent Brochure of MSAA Assessment: Grade 6

Parent Brochure of MSAA Assessment: Grade 7

Parent Brochure of MSAA Assessment: Grade 8

Parent Brochure of MSAA Assessment: Grade 11

These are on the ADE website at: http://www.arkansased.gov/divisions/learning-services/assessment/assessments-for-students-with-disabilities/Multi-StateAlternateAssessment