

**National Center and State Collaborative Alternate Assessment Based on
Alternate Achievement Standards**

**NCSC AA-AAS
2015 Teacher Guide for
Score Report Interpretation**



National Center and State Collaborative

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Introduction to the NCSC AA-AAS

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 measures what they know and can do in relation to grade-level alternate achievement standards. The Core Content Connectors (CCCs) identify the most important grade-level content in ELA and Mathematics found in the Common Core State Standards and break them down into more teachable and assessable segments of content. The CCCs can be found at www.ride.ri.gov/NCSC.

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.

As you review NCSC data for your classroom, school, and district, please keep the following in mind:

- NCSC was a new assessment for the 2014-15 school year and we recognize that student achievement may differ between NCSC and RIAA ELA/mathematics/writing.
- RIAA ELA/mathematics measured the old Alternate Assessment Grade Span Expectations (AAGSEs) whereas NCSC measures progress toward post secondary options using the new Common Core Connectors; which are aligned to the Common Core State Standards.
- We will not compare RIAA results in ELA and mathematics with the results of NCSC because they are different tests that measure different standards.
- The NCSC assessments are based on higher learning standards than we have ever had before, and the assessment results will set a new baseline for us. NCSC assessment results should be used with local assessment results and other information to determine any changes needed in curriculum and instruction to support students' learning.

NCSC Alternate Assessment Score Reporting

The data in the sample reports on the following pages are for illustrative purposes only and do not reflect the performance of any student(s).

Summative score report results should be used along with other relevant information on student performance, e.g., IEP progress reports, student work, observations, and report cards.

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

- *Performance Levels* were established after the first administration of the assessment in 2015. Broad-based committees of educators were assembled into Standard Setting Committees in order to establish levels of performance on the NCSC AA-AAS defined as "performance levels." Performance levels are reported by content area.
- *Scale Scores* provide more precise information about the student's performance than performance level alone because it tells you where within the range in a specific level, a student is performing. 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 and Performance Level Descriptors (PLDs)

The NCSC AA-AAS scale score is used to assign a student’s performance level in each content area. Table 1 shows the scale score ranges for each performance level by grade and content area. There are four performance levels with Levels 3 and 4 designated as ‘Meets Expectations’.

NCSC developed two sets of Performance Level Descriptors for mathematics and English language arts (ELA). Each summarizes the knowledge, skills, and abilities 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 levels below.

The performance levels on the student report are in paragraph form. On page 17, more detailed descriptions can be found. These may be more useful for school and district staff.

Table1: 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								
Meets Expectations	Level 4	1252-1290	1259-1290	1257-1290	1257-1290	1256-1290	1251-1290	1256-1290
	Level 3	1241-1251	1241-1258	1241-1256	1241-1256	1241-1255	1241-1250	1241-1255
	Level 2	1235-1240	1235-1240	1233-1240	1232-1240	1237-1240	1231-1240	1237-1240
	Level 1	1200-1234	1200-1234	1200-1232	1200-1231	1200-1236	1200-1230	1200-1236
Mathematics								
Meets Expectations	Level 4	1255-1290	1252-1290	1256-1290	1250-1290	1255-1290	1250-1290	1250-1290
	Level 3	1241-1254	1241-1251	1241-1255	1241-1249	1241-1254	1241-1249	1241-1249
	Level 2	1237-1240	1234-1240	1232-1240	1235-1240	1233-1240	1235-1240	1235-1240
	Level 1	1200-1236	1200-1233	1200-1231	1200-1234	1200-1232	1200-1234	1200-1234

Interpreting and Using the NCSC AA-AAS Scores

NCSC AA-AAS scores may be used in conjunction with 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 CCSS. Common Core State 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.

Types of Score Reports

Score reports are generated for each district, school, and student. Please contact your district office for district and school-level summary reports. Roster reports by school and individual student reports are also available. Examples of reports are shown in the following pages. All NCSC score reports are confidential.

Test Status Codes

In some cases students were assigned a different test status code for reporting purposes. Reporting codes are assigned separately for ELA and mathematics. A complete list of special reporting codes and their associated descriptions is provided below.

Test Status Codes and Descriptions		
Code	Test Status	Description
TES	Tested	The student answered at least one test item and a test was submitted.
ESR	Early Stopping Rule	If the test administrator did not observe a student response after the presentation of four test items, then the test was closed.
ESM	Early Stopping Rule Misadministration	At least one response to a test item was recorded but the student did not complete the test. Testing may have been stopped early by the test administrator on the basis that a consistent mode of communication was not observed. This is considered a misadministration because the student responded to at least one test item.
INC	Testing Incomplete	The student's test was not submitted by the test administrator at the close of the test window.
ELL	ELL Exempt	The student was exempt from ELA testing due to being a first year English Language Learner.
EXE	Exempt	The student received a state- approved exemption from testing for medical or personal crisis, or other reason.
DNT	Did Not Test	The student should have taken the NCSC alternate assessment but was not tested or exemption request was not approved.
WDR	Withdrew	The student withdrew from school during the testing window.
NLE	No Longer Eligible	It was determined by the IEP Team that the student no longer met the criteria for participating in the alternate assessment.

Writing Codes and Descriptions		
Code	Reported Value	Description
0	Unrelated Evidence	Student's writing response was unrelated to the prompt.
1	Limited Evidence	Student's writing response showed limited evidence. Please see grade specific writing rubrics at the end of this document for details.
2	Partial Evidence	Student's writing response showed partial evidence. Please see grade specific writing rubrics at the end of this document for details.
3	Full Evidence	Student's writing response showed full evidence. Please see grade specific writing rubrics at the end of this document for details.
B	No Evidence Submitted	The student participated in the writing section of the ELA test but a

		writing response was not submitted.
U	Unreadable	The writing response submitted was not legible or was unreadable in some way by the scorers.
F	Foreign Language	The writing response was in a language other than English.
P	Copy of Prompt	The writing response submitted did not answer the prompt but was a copy of the prompt itself.
N	No Score	Student did not provide a response

District Summary Report

The *District Summary Report* provides district staff with a summary of student participation and performance by district and school.

		CONFIDENTIAL													
		English Language Arts										SUMMARY REPORT			
		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	

- Content area tested
- State and district name
- The grade levels for tested students at the district. State results are included for comparison.
- Enrolled, Tested, Invalid, Did Not Test, and Average Scale Score:
 - Enrolled:** The number of students enrolled at the district level. This number includes students enrolled in the district and tuitioned to outplacement schools.
 - Tested:** The number of enrolled students who received a valid test score in this content area and grade level. Also included in this number are the following test codes: ESR, MIS, INC, IRR. The following test codes are not included: EXE, DNT, WDR, NLE, ELL.
 - Invalid (INV):** The number of enrolled students who received an invalid test code. Invalidating a test could happen for a number of reasons, such as applying the Early Stopping Rule when the student was responding to the test questions.
 - Did Not Test:** column contains the number of students enrolled at each grade level in the district who should have participated in the test but did not.
 - Average Scale Score.**
- Performance Level:** The number (N) and percentage (%) of students at each performance level by grade for the district and the state. *Performance Levels 3 and 4 are considered Meets Expectations for each grade level.*

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. **Roster Reports by teacher or classroom are not available; roster reports are available at the school level and include all students that took NCSC in that school.**

CONFIDENTIAL													
ncsc		SCHOOL ROSTER REPORT											
National Center and State Collaborative		Demonstration State East Vancouver District East Vancouver School Grade 03											
		English Language Arts						Mathematics					
	Enrolled	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)
State	1031	1007	1246	12	27	45	15	1013	1237	15	50	28	6
District	48	48	1250	13	17	46	25	47	1246	11	30	49	11
School	20	20	1237	20	30	50	0	20	1235	20	50	30	0

Spring 2015												
Student Name Student ID	English Language Arts				Mathematics				Writing Prompt			
	Test Status	State Compare	Scale Score	Performance Level	Test Status	State Compare	Scale Score	Performance Level	Trait 1 Score	Trait 2 Score	Trait 3 Score	
Anderson, Kelly 12345678	ESR	-	1200	Level 1	ESR	-	1200	Level 1	B	B	B	
Baxter, Jon 11345678		=	1250	Level 3		+	1251	Level 3	0	0	1	
Colarusso, Patti 22345678	ESR	-	1200	Level 1	ESR	-	1200	Level 1	B	B	B	
Carlisle, Bethany 13345678		-	1214	Level 1		-	1209	Level 1	B	B	B	
Flanders, Richard 33345678		+	1253	Level 3		=	1239	Level 2	B	B	B	
Garmin, Smythe 14345678		=	1242	Level 2		-	1228	Level 2	B	B	B	
Hoodroe, Janice 44345678		+	1253	Level 3		+	1264	Level 3	0	0	1	
Lintel, Shawnice 15345678		+	1264	Level 3		+	1262	Level 3	1	2	1	
Monro, Brandon 55345678		-	1236	Level 2		=	1239	Level 2	B	B	B	
Noonan, Grant 16345678		-	1239	Level 2		-	1230	Level 2	B	B	B	
Pierce, Daniel 66345678		+	1253	Level 3		=	1241	Level 2	0	0	0	
Williams, Lillian 17345678		+	1264	Level 3		+	1258	Level 3	0	0	0	

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

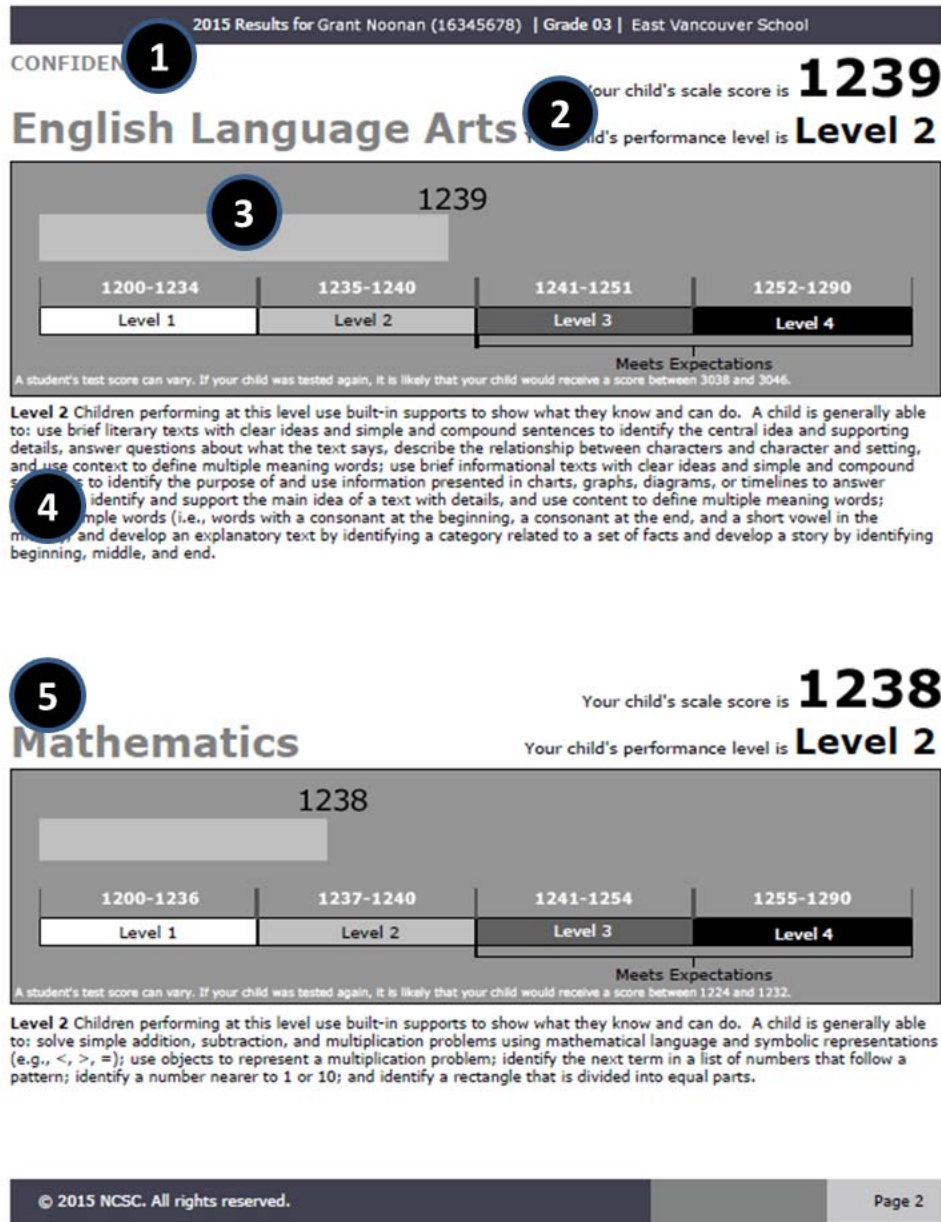
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The School Roster Report contains the following features, numbered above:

1. The state, district, school, and grade level included in the report.
2. A summary of results for the grade level included on the report are displayed by content area.
3. A summary of enrolled and tested students, the average scaled score for the state, district, and school.
4. A list of students tested at the school for the grade listed on the report, which includes their test status and how their scale score compares to students in the same grade across the state and their performance level for each content area.
5. This key defines the symbols used in the "State Compare" column.

Individual Student Report

Below is an example of the individual student report that includes the scale score and performance level.



The features of the student report are:

1. The report header includes the student's full name, student ID, grade, and school.
2. The student's scaled score and performance level for ELA.
3. A graph of the scaled score for the tested content area and the performance levels.
4. The performance level descriptor for the student's performance level.
5. The results for mathematics follows the same format.

Detailed Performance Level Descriptors for English Language Arts and Mathematics and Writing Rubrics

Grade 3 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity: <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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) 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate text complexity: <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text 	<ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text 	
	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify grade level words 	

<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none">• identify a statement related to an everyday topic	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none">• identify elements of a narrative text to include beginning, middle, and end identify the category related to a set of facts	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none">• identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text	
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Grade 4 ELA Detailed Performance Level Descriptors			
Level 1	Level 2	Level 3	Level 4
<p>Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity: <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate text complexity: <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • use details from a literary text to answer specific questions • use context to identify the meaning of multiple meaning words 	<ul style="list-style-type: none"> • 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 	
	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify grade level words 	

<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify the concluding sentence in a short explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify a concluding sentence related to information in explanatory text 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text 	
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Grade 5 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity: <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate text complexity: <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions 	<ul style="list-style-type: none"> • summarize a literary text from beginning to end • use details from a literary text to answer specific questions 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify the category related to a set of common nouns 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify a sentence that is organized for a 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • support an explanatory text topic with relevant information 	

	text structure such as comparison/contrast		
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Grade 7 ELA Performance Level Descriptors			
Level 1	Level 2	Level 3	Level 4
Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Low text complexity <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	Moderate text complexity <i>Text with clear complex ideas and relationships and simple; compound sentences.</i>	High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
In reading, he/she is able to: <ul style="list-style-type: none"> • 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 authors makes in an informational text • compare and contrast two statements related to the same topic • use context to identify the meaning of words. 	In reading, he/she is able to: <ul style="list-style-type: none"> • 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 reading, he/she is able to: <ul style="list-style-type: none"> • 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 	In reading, he/she is able to: <ul style="list-style-type: none"> • Use details to support a conclusion from literary 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
	AND with Moderate text complexity <i>Text with clear complex ideas and relationships and simple and compound sentences</i>	AND with High text complexity <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>	
	<ul style="list-style-type: none"> • Use details to support themes from literary text • Use details to support inferences from literary text 	<ul style="list-style-type: none"> • Use details to support themes from literary text • Use details to support inferences from literary text 	
AND in writing, he/she is able to: <ul style="list-style-type: none"> • Identify a graphic that includes an event as described in a text 	AND in writing, he/she is able to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Identify a sentence that provides a conclusion in narrative text 	

Grade 8 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity: <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity <i>Text with clear complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity: <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 a text that contributes to the development of an idea • Identify an argument the author makes in informational text • Examine parts of the two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain-specific words or phrases accurately 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 a text that contributes to the development of an idea • Identify an argument the author makes in informational text • Examine parts of the two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain-specific words or phrases accurately
	<p>AND with Moderate text complexity</p> <ul style="list-style-type: none"> • Text with clear complex ideas and relationships and simple and compound sentences 	<p>AND with High text complexity</p> <ul style="list-style-type: none"> • Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words. 	
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	

<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • Identify a writer’s opinion 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • Identify elements of an explanatory text to include introduction, body, and conclusion • Identify an idea relevant to a claim 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • Identify relevant information to support a claim 	
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Grade 11 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify information which is unrelated to a given topic 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an argument to include introduction, claim, evidence, and conclusion • identify how to group information for a specific text structure 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify relevant information to address a given topic and support the purpose of a text 	

Grade 3 Mathematics Performance Level Descriptors			
Level 1	Level 2	Level 3	Level 4
Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> • identify geometric figures which are divided into equal parts 	<ul style="list-style-type: none"> • 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
<p>Low task complexity: <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Low task complexity: <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity: <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>High task complexity: <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • match a model to a 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> • identify equivalent fractions • select a 2-dimensional shape with a given attribute 	<ul style="list-style-type: none"> • 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 - <i>Simple problems using common mathematical terms and symbols</i>	Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> • compare the values of two products based upon multipliers • round decimals to nearest whole number 	<ul style="list-style-type: none"> • 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 - <i>Simple problems using common mathematical terms and symbols</i>	Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	AND with High task complexity <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> • perform one-step operations with two decimal numbers • solve word problems using a percent 	<ul style="list-style-type: none"> • 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
<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p>Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p>AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> • solve multiplication problems with positive/negative whole numbers • interpret graphs to qualitatively contrast data sets 	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Low task complexity - <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;">Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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 	<p>He/she is able to:</p> <ul style="list-style-type: none"> • 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
	<p style="text-align: center;">AND with Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;">AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> • identify congruent figures • use properties of similarity to identify similar figures • interpret data tables to identify the relationship between variables 	<ul style="list-style-type: none"> • 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 3 Writing Rubrics

Grade 11 Mathematics Performance Level Descriptors			
Level 1	Level 2	Level 3	Level 4
Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Low task complexity - <i>Simple problems using common mathematical terms and symbols</i>	Moderate task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	High task complexity - <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
He/she is able to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	AND with High task complexity - <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> identify the linear representation of a provided real world situation use an equation or a linear graphical representation to solve a word problem 	<ul style="list-style-type: none"> 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 	

Grade 3 Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<p><u>Organization</u> – The narrative establishes a situation (i.e., activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity and setting) <input type="checkbox"/> two descriptions related to a character <input type="checkbox"/> a conclusion that connects to the situation 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> one description related to a character <input type="checkbox"/> a conclusion that may not connect to the situation 	<p>The narrative includes at a minimum some evidence related to a character, details or descriptive words related to a character, situation, or conclusion.</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<p><u>Idea Development</u> – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two sequenced events related to the situation <input type="checkbox"/> both events include a detail <input type="checkbox"/> appropriate use of temporal words that signal order of events 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation <input type="checkbox"/> an event that includes a detail <input type="checkbox"/> one temporal word that may or may not be used appropriately 	<p>The narrative includes at a minimum an event related to the situation.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<p><u>Conventions</u> – Students use standard English conventions (subject-verb agreement).</p>	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of each thought unit <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one simple sentence that contains subject-verb agreement 	<p>The narrative includes at a minimum two of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> capitalization to begin one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one simple sentence with or without subject-verb agreement 	<p>The narrative includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

Grade 4 Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The narrative establishes a situation (i.e., activity or setting) and includes a character. The response provides a conclusion.	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> character and situation <input type="checkbox"/> a concluding statement that connects to the situation 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> character and situation <input type="checkbox"/> a concluding statement that may not connect to the situation 	<p>The narrative includes at a minimum some evidence related to a character, situation, or conclusion.</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<u>Idea Development</u> – 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.	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation <input type="checkbox"/> both events include a detail related to character’s action or response to a situation 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation <input type="checkbox"/> one event includes a detail related to character’s action or response to a situation 	<p>The narrative includes at a minimum an event related to the situation.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<u>Conventions</u> – Students use standard English conventions (e.g., subject-verb agreement).	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation to end more than one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation to end one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement 	<p>The narrative includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

Grade 5 Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<p><u>Organization</u> – The narrative establishes a situation (i.e., activity and setting) for the story and includes characters. The response provides a conclusion.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two characters unchanged through narrative <input type="checkbox"/> establish a situation (i.e., activity and setting) <input type="checkbox"/> a concluding statement that connects to the situation 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two characters <input type="checkbox"/> a setting or activity <input type="checkbox"/> a concluding statement that may not connect to the situation 	<p>The narrative includes at a minimum some evidence related to a character, situation, or conclusion.</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<p><u>Idea Development</u> – The narrative includes dialogue, and events supported with relevant details and descriptive statements.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two events that connect to the narrative <input type="checkbox"/> both events include a detail related to character’s action or response to a situation <input type="checkbox"/> one dialogue statement from one character to the other character relevant to the narrative 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one event related to characters’ action/response to a situation <input type="checkbox"/> one event includes a detail related to character’s action or response to a situation <input type="checkbox"/> one dialogue statement from one character to the other character which may not be relevant to the narrative 	<p>The narrative includes at a minimum an event related to the situation.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<p><u>Conventions</u> – Students use standard English conventions (subject-verb agreement).</p>	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement 	<p>The narrative includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

Grade 6 Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the essay is about two opposing conditions <input type="checkbox"/> a body that includes: <ul style="list-style-type: none"> <input type="checkbox"/> one activity for each of the two opposing conditions; and <input type="checkbox"/> one activity common to both conditions <input type="checkbox"/> a conclusion that states two opposing conditions or summarizes the content 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states one activity or topic <input type="checkbox"/> a body that relates two conditions with activities <input type="checkbox"/> a conclusion that states an activity or the topic 	<p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<u>Idea Development</u> – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> three activities, each with relevant details (the same detail may be used for all activities if relevant to each) 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one activity with a relevant detail 	<p>The essay includes at a minimum a detail that describes an activity.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement 	<p>The essay includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

Grade 7 Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect).	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> introduction that states the topic/cause <input type="checkbox"/> a body that relates the effect to the provided cause <input type="checkbox"/> a conclusion that states the essay is about a cause and its effect 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> introduction that states the topic/cause <input type="checkbox"/> a body that includes an effect that may not relate to the provided cause <input type="checkbox"/> a conclusion that states a cause or the effect 	<p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion)</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<u>Idea Development</u> – The essay develops a topic, includes details to promote meaning and create clarity.	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a relevant detail to describe the effect 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one effect with no relevant detail 	<p>The essay includes at a minimum a related idea to the effect.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement 	<p>The essay includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

Grade 8 Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<p><u>Organization</u> – The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).</p>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states both parts of the problem <input type="checkbox"/> a body that relates how the solution can be applied to the problem <input type="checkbox"/> a conclusion that states the problem and the solution 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the problem <input type="checkbox"/> one solution that may not relate to the problem <input type="checkbox"/> a conclusion that states the problem or the solution 	<p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, or conclusion).</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<p><u>Idea Development</u> – The essay develops a topic, includes details to promote meaning and create clarity.</p>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a relevant detail to describe the problem <input type="checkbox"/> a relevant detail to describe the solution 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a relevant detail to describe the problem or the solution 	<p>The essay includes at a minimum a detail or word that describes the problem or the solution.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<p><u>Conventions</u> – Students use standard English conventions (subject/verb agreement).</p>	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement 	<p>The essay includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

Grade 11 Writing Rubric

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<p><u>Organization</u> – The essay addresses a specified claim supported with organized complex ideas.</p>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim and a rational reason <input type="checkbox"/> a conclusion that states the claim and the rational reason 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim or a reason <input type="checkbox"/> a conclusion that states the claim or the reason 	<p>The essay includes at a minimum some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion).</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<p><u>Idea Development</u> – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence</p>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the body includes two relevant facts or examples <input type="checkbox"/> words or phrases to connect the reason with one relevant facts or example 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the body includes only one relevant fact or example <input type="checkbox"/> word or phrases to connect the reason with one fact or example 	<p>The essay includes at a minimum a word related to the reason.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<p><u>Conventions</u> – Students use standard English conventions (subject-verb agreement).</p>	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement using student-generated text 	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement using student-generated text 	<p>The essay includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>