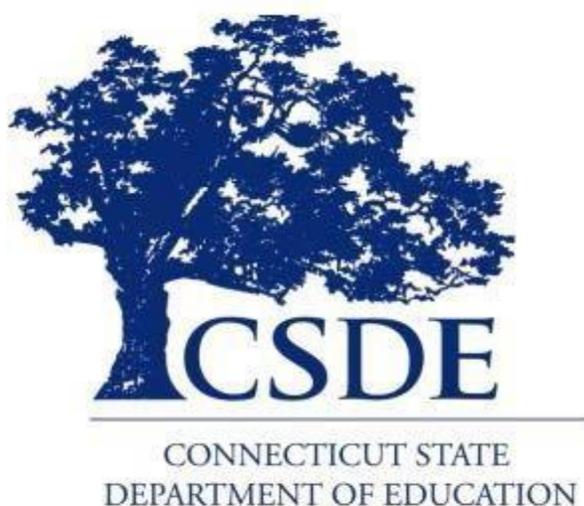


Connecticut Alternate Assessment (CTAA) for English Language Arts and Mathematics



Interpretive Guide

2022 Test Administration

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Introduction to the Connecticut Alternate Assessment

Introduction

Connecticut has administered the Connecticut Alternate Assessment (CTAA) in English language arts and mathematics since 2016. This alternate assessment is based on alternate achievement standards (AA-AAS) and is administered to eligible students with significant cognitive disabilities. The CTAA was initially developed with the National Center and State Collaborative (NCSC).

Purpose

The Connecticut Alternate Assessment (CTAA), based on alternate achievement standards (AA-AAS), was developed to ensure that all students, including those with significant cognitive disabilities, are able to participate in an assessment that is a measure of what they know and can do in relation to content derived from Connecticut’s grade-level academic content standards. The CTAA is one component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to Connecticut Core Standards.

The long term goal of the CTAA, based on foundational work with the NCSC consortia, is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

The CTAA is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA), and Connecticut General Statutes. These laws mandate that all students participate in assessments that measure student achievement on grade-level content standards.

This CTAA Interpretive Guide is designed to help educators, parents, students, and members of both the public and the media understand and properly explain the results of the CTAA. This guide provides general information to consider when analyzing the data to ensure proper interpretation and use of these data to inform decisions around classroom instruction, curricula, and professional development.

How are the Results Used?

The primary purpose of the state’s summative examination is to provide an efficient and reliable estimate of a student’s overall performance in a subject area relative to grade-appropriate standards that enable valid interpretations of student achievement (in all tested grades and subjects) and progress (in Grades 4 through 8 for ELA and Mathematics). In the aggregate (e.g., district, school, grade level), results from the statewide summative assessment provide one valid and reliable indication of the academic achievement and progress attained by students. Such aggregate results tell us if all students—regardless of zip code, family income, dominant language, or disability—are achieving and making progress academically.

Aggregate results from the summative assessment can inform federal/state reporting, district/school accountability, program evaluation at state/district/school levels, educator

evaluation and support, and district/school identification for support and recognition. As with an individual student, aggregate results from the statewide summative assessment are an important indicator of academic achievement and progress, but not the only one. In the Next Generation Accountability System for districts and schools and in the educator evaluation and support system, state mastery examination scores are not the only indicator; other indicators are included to provide a more holistic picture.

The statewide summative assessment is an important indicator of student achievement and progress, but it is not the only one. Subsection (e) of C.G.S. Section 10-14n appropriately prohibits the use of the “mastery examination” results as the sole criterion for student promotion or graduation. Sec. 10-223a states that each local and regional board of education shall specify the basic skills necessary for graduation for classes graduating in 2006, and for each graduating class thereafter, and include a process to assess a student's level of competency in such skills. The assessment criteria shall include, but not be exclusively based on, the results of the mastery examination, pursuant to section 10-14n, for students in grade ten or eleven. Connecticut does not offer an alternate diploma. Students who are eligible to take the alternate assessments based on their IEP can demonstrate competency on their core courses and graduate.

Student Participation

Students identified as special education students, who have been determined eligible by their Planning and Placement Team (PPT) for participation in the CTAA, base the decision on the required criteria defined below. Eligible students in Connecticut’s Alternate Assessment System participate in the CTAA in Grades 3 through 8 and Grade 11, as well as the Connecticut Alternate Science (CTAS) assessment in Grades 5, 8, and 11.

The criteria for student participation in the Alternate Assessment System (both CTAA and CTAS) reflects the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. The following table shows the participation criteria and the descriptors used to determine eligibility for participation for each student. The criteria are incorporated into the [Connecticut Alternate Assessment Eligibility Form](#) used to register students for the alternate assessments.

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates evidence to support an intellectual impairment. Evidence includes results of cognitive testing with a Full Scale IQ score less than 70. If such cognitive assessments/scores are not available, there is evidence to substantiate the presence of an intellectual impairment throughout the Individualized Education Program (IEP).

<p>2. The student has adaptive behavior skills well below age-level expectations.</p> <p>* Adaptive behavior is defined as skills essential for someone to live independently and to function safely in daily life.</p>	<p>Review of student records indicates evidence to support the student does not demonstrate conceptual, social, and practical skills necessary to meet common demands of everyday life across multiple settings independently or safely. Evidence includes adaptive behavior skills assessment scores more than 1.5 standard deviations below the mean score.</p>
<p>3. The student requires extensive instruction and significant supports.</p>	<p>The student requires extensive, repeated, instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills.</p>

CTAA Development

The multi-state NCSC consortia, which created the foundation for the CTAA, utilized the Learning Progression Frameworks (LPFs) together with the grade-level content expectations from the Common Core State Standards, synonymous with the [Connecticut Core Standards \(CCS\)](#), to identify and clarify the most salient grade-level, core academic content to guide instruction and assessment of students with the most significant cognitive disabilities from kindergarten through high school. This academic content is referred to as the [Core Content Connectors \(CCCs\)](#). The CCCs identify the academic content designed to frame instruction and assessment while retaining the grade-level content focus of the Connecticut Core Standards and the learning targets of the LPFs. Each CCC represents a teachable and assessable part of the content.

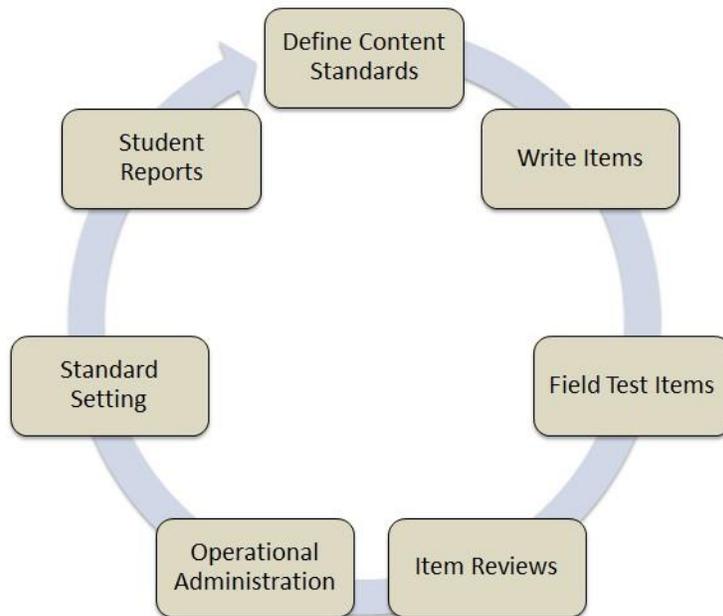
Components of evidence centered design (ECD) were used to develop the multi-state assessment. A conceptual model was developed to systematically vary item complexity across and within content standards and domains that incorporated the interaction between content aligned to the Content Standards, tasks, characteristics of students with significant cognitive disabilities, and how these students demonstrate what they know and can do. Universal Design for Learning (UDL) is integrated into the development framework and promotes accessibility of items through consideration of student needs and abilities during the initial design and throughout the design process. The guiding principle for development was to create an assessment for Grades 3-8 and 11, in mathematics and English language arts, that:

- a) was accessible to all students,
- b) supported the score inferences, and
- c) collected evidence to examine the interpretive argument.

Content experts using the evidence centered design model, developed item specifications based on the final design patterns and task templates provided. Each set of specifications began with identification of the Content Standard, the CCC, the FKSA or focal knowledge, skills, and abilities, and the Essential Understandings derived from the CCC to define what will be

measured by the assessment. Connecticut’s teachers and content area experts had numerous opportunities to participate in the process.

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



Assessments for students with significant cognitive disabilities rely on a foundation of communicative competence. Students who do not have receptive and expressive communication are unlikely to be able to demonstrate what they know and can do on an assessment. Students who do not have a mode of communication are identified during the assessment process.

Post assessment, teachers may use the [Communication Toolkit](#) developed by NCSC to help these students develop a mode of communication.

Overview of the CTAA Test Format

The CTAA assesses English language arts (reading and writing) and mathematics for eligible students in Grades 3-8 and 11. The test is aligned to the Connecticut Core Standards and the Core Content Connectors. It is an on demand item-based assessment consisting of mostly selected response items written at four levels of complexity to capture student performance at different levels of skill acquisition.

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

The CTAA items incorporate important aspects of item design related to both varying levels of content complexity and the degree and type of scaffolds and supports. The assessment is designed to be administered one-on-one online or in a paper-pencil format if needed by the student. The passages, items and response options are read to the student by the screen reader or trained teacher administering the alternate (TEA). The CTAA permits student-specific accommodations indicated in their Individualized Education Program (IEP), such as assistive technology for student response modes, a scribe, and sign language.

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

CTAA ELA/Literacy Test		
Session 1: Reading	Session 2: Reading	Session 3: Writing
<ul style="list-style-type: none"> Literary and informational reading passages and associated Selected-Response Reading items Open-Response (OR) Foundational Reading items (Grades 3 and 4 only) 	<ul style="list-style-type: none"> Literary and informational reading passages and associated Selected-Response Reading items Open-Response (OR) Foundational Reading items (Grades 3 and 4 only) 	<ul style="list-style-type: none"> Selected-Response Writing items

CTAA Mathematics Test	
Session 1	Session 2
<ul style="list-style-type: none"> Selected-Response Mathematics items Constructed-Response Mathematics Completion items in selected grades 	<ul style="list-style-type: none"> Selected-Response Mathematics items Constructed-Response Mathematics Completion items in selected grades

Description of CTAA Item Types

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

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

Students select a response from the options provided and may do so in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, assistive technology, etc.). Students may enter responses into the Test Delivery System if the educator believes this is appropriate. If the student has a scribe, the scribe enters the student-selected response on behalf of the student. Generally, the Teacher Administering the Alternate (TEA) enters the student response.

Constructed-Response (CR) items: In selected grades for mathematics, CR items require students to develop an answer instead of selecting an answer from response options. CR items are presented as novel tasks using materials and content presented in an on-demand test format.

Each item is presented to the student in a standardized, scripted sequence of steps culminating with the Teacher Administering the Alternate (TEA) scoring the student performance using the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Directions and materials needed for administering mathematics CR items are included in the secure Directions for Test Administration (DTA) that is required for each mathematics test form. The TEA enters the student CR score into the Test Delivery System.

Open-Response (OR) Foundational Reading items: The OR items are word identification tasks. Students identify three to five words as each item is presented. The TEA enters the student's scores into the online Test Delivery System as indicated in the secure Directions for Test Administration. These items are included in the CTAA ELA Reading sessions in Grades 3 and 4 only.

Students with clear and consistent oral speech are administered the OR Foundational Reading items. Students using communication modes other than oral speech, such as Augmentative and Alternative Communication (AAC) devices, American Sign Language, braille, or eye gaze are administered the SR Foundational Reading items. These items are included in the Grade 3 or 4 CTAA Non-Verbal Form, which is administered with the required appropriate grade-level CTAA Directions for Test Administration ELA (Reading/Writing) Non-Verbal Form.

Scoring

Scoring of many items is accomplished automatically within the Test Delivery System. Specifically, Selected-Response items are scored as correct or incorrect by the system based on answer keys pre-programmed into the system. Mathematics Constructed-Response items are

reviewed by the Teacher Administering the Alternate, and then marked correct or incorrect in the test platform. Items without responses receive a score of zero.

CTAA Score Reporting

Overview

This section of the guide describes the various types of score reports provided for the Connecticut Alternate Assessment (CTAA) for the 2020-21 test administration. The information in the sample CTAA Individual Student Report ([Appendix B](#)) provided does not reflect the performance of any specific student.

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

Key features of the CTAA score report include:

- *Performance Levels (Achievement Levels)*. Performance levels represent levels of expected performance for the grade-level skills and knowledge for students participating in this alternate assessment. These levels were established after the first administration of the assessment. Broad-based committees of educators from NCSC member states, including Connecticut, assembled to establish levels of performance. The performance level reporting system reflects the recommendations made by these standard-setting committees. Each student’s performance level is reported by content area and ranges from Levels 1 to 4 with Level 3 designated as “Meets Expectations” and Level 4 as “Exceeds Expectations.” (See [Table 1](#) below)
- *Scale Scores*. Each student’s performance is reported using a scale score. The scale score provides more specific information about the student’s achievement in each content area. Scale scores may be used to make comparisons of performance within each content area within the same grade.
- *Descriptive Reports*. In addition to reporting student demographic information, performance level, and scale scores, the Individual Student Report (ISR) contains information about student performance and what the CTAA measures in each content area.

Performance Levels (also known as Achievement Levels)

The CTAA uses a scale score system to express the student’s specific performance score. The scale score is used as the basis for assigning a student’s performance level in each content area. Table 1 shows the scale score ranges for performance levels for each grade and content area. The student’s demonstration of the grade-level skills and knowledge required by the assessment is reported as a performance level by content area and ranges from Levels 1 to 4. Level 3 is designated as “Meets Expectations” and Level 4 as “Exceeds Expectations.”

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

performance levels.

Descriptions of performance levels can be found in [Appendix D](#). The PLDs provided in Appendix D differ from those used in the Individual Student Report, which are called Individual Student Report Performance Literals (see [Appendix C](#)). Those presented in Appendix D are more detailed and may be more useful for school and district staff.

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

CTAA Individual Student Report Performance Literals

The CTAA Individual Student Report Performance Literals documents available in [Appendix C](#), are intended as a resource for district and school personnel. Individual Student Report Performance Literals in English language arts and mathematics provide the description of each of the four performance levels shared on the paper version of the CTAA Individual Student Reports. These reports are provided to eligible students with significant cognitive disabilities who participated in the 2021 administration of the CTAA. The CTAA Individual Student Report Performance Level Literals are limited descriptions of the grade-specific alternate assessment skills students receiving these levels can demonstrate. More in-depth descriptions can be found in the CTAA English Language Arts Performance Level Descriptors and in the CTAA Math Performance Level Descriptors in [Appendix C](#) and [Appendix D](#) of this document.

Table 1: CTAA 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/Literacy							
Level 4	1251-1290	1258-1290	1256-1290	1253-1290	1255-1290	1250-1290	1255-1290
Level 3	1240-1250	1240-1257	1240-1255	1240-1252	1240-1254	1240-1249	1240-1254
Level 2	1234-1239	1234-1239	1232-1239	1231-1239	1236-1239	1230-1239	1236-1239
Level 1	1200-1233	1200-1233	1200-1231	1200-1230	1200-1235	1200-1229	1200-1235
Mathematics							
Level 4	1254-1290	1251-1290	1255-1290	1249-1290	1254-1290	1249-1290	1249-1290
Level 3	1240-1253	1240-1250	1240-1254	1240-1248	1240-1253	1240-1248	1240-1248
Level 2	1236-1239	1233-1239	1231-1239	1234-1239	1232-1239	1234-1239	1234-1239
Level 1	1200-1235	1200-1232	1200-1230	1200-1233	1200-1231	1200-1233	1200-1233

Interpreting and Using the CTAA Scores

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

The CTAA scores may be used in conjunction with the Individualized Education Program (IEP) progress reports and with 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 Connecticut Core Standards. The Connecticut Core 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. Student CTAA scores should not be used in isolation when making program or placement decisions about students.

Given the range of student abilities, a small subset of this population may not demonstrate a mode of communication and may not be able to respond to the test items, even with the use of assistive technology and adaptive materials. When this situation arises, teachers follow prescribed measures outlined by the Connecticut State Department of Education called the Early Stopping Rule (ESR). Students count as testing participants but do not continue with testing once it is established by the teacher and the CSDE that a student qualifies. Students unable to complete the assessment based on the criteria of the Early Stopping Rule are assigned to Performance Level 1.

When reviewing scores for a student who was tested by a Teacher Administering the Alternate (TEA) who is not the student's current teacher, it may be helpful to consult with the previous TEA to obtain any information that may be helpful in interpreting the scores, answering any questions, or in conducting the next assessment.

The student performance scores can be interpreted in the context of the relevant Performance Level Descriptors, Connecticut Core Standards, and Core Content Connectors. [The Parent Overview of Connecticut's Alternate Assessment System](#) for each grade may also provide helpful information to teachers for interpreting and using scores. The Connecticut Alternate Assessment Report Brochure for Parents provided to parents by the districts with the Individual Student Reports can be found in [Appendix A](#).

Accessing CTAA Results

CTAA Results Online

Non-confidential assessment results are publicly reported through [EdSight](#). This is an interactive web site that integrates important school and district information collected by the Connecticut State Department of Education (CSDE) that serves as a single source for all data-driven analysis and reporting. The CTAA results, along with the results for the Connecticut Alternate Science Assessment (CTAS), can be accessed via any of these paths:

- through the Students link by selecting the *Students with Disabilities* page;
- under the Performance link by selecting *SAT/AP/PSAT* from the *Performance* drop-down menu. Information appears for download; or
- under the Performance link by selecting *Smarter Balanced* from the *Performance* drop-down menu. Information appears for download.

When viewing information on any of the above mentioned paths, generated results within a spreadsheet may be exported for review.

The screenshot shows the EdSight website dashboard. The navigation bar includes 'EdSight Home', 'Overview', 'Students', 'Educators', 'Instruction', and 'Performance'. The 'Students' and 'Performance' links are circled in red. The main content area features a 'Connecticut Report Cards' section, a 'Free Application for Federal Student Aid (FAFSA®)' link, and a 'Supporting Student Participation in 2020-21' section. Below these is a 'Connecticut Education at a Glance' table with four columns: Overview, Students, Educators, and Performance. The table contains the following data:

OVERVIEW	STUDENTS	EDUCATORS	PERFORMANCE
205 Districts	513,079 Total Enrollment	52,135.8 Certified Staff FTE	74.2 State Accountability Index*
1,515 Public Schools/Programs	12.2% Chronic Absenteeism Rate*	10.0% Minority Certified Staff	88.8% Four-year Cohort Graduation Rate*

Below the table are sections for 'Next Generation Accountability Results' and 'Profile and Performance Reports'. A small note at the bottom left states '*Metric from Next Generation Accountability'.

On any of the pages chosen under the Student or Performance options, choose the +/- *Alternate Assessment Data* link on the left of the screen to access CTAS and CTAA results.

The screenshot shows a dropdown menu with the following items: Smarter Balanced, Smarter Balanced Growth Model, Growth Trajectory Tool, Performance vs. Growth Bubble Plot, and a 'Related Links' section. The 'Related Links' section includes: +/- Interpretive Guide, State Board Presentation, 2015, Field Test Report, 2013-14, Rightsizing ELA Assessment, 2016, Device Effects on SB Assessments, +/- Alternate Assessment Data (highlighted with a red box), ESEA 1% Assessment Participation, and Report Notes.

Confidential alternate assessment data is available to authorized school and district personnel using two different platforms. The EdSight Secure platform provides designated district-and school-level users secure access to reports, analysis tools, and data visualizations available at the individual student and sub-group level. Additionally, CTAA results for individual students are password protected and available to authorized school district personnel in the score reports feature of the Centralized Reporting System (CRS), located on the [Connecticut Comprehensive Assessment Program Portal](#).

The CRS is a web-based system that provides school district users access to individual student performance results. [The Centralized Reporting System User Guide](#) describes features of the CRS, including an overview of the available score reports, and is available on the [Connecticut Comprehensive Assessment Program Portal](#).

Additional information about the alternate assessments, including the Connecticut Alternate Science Assessment are available through the [Student Assessment](#) link on the CSDE web site and on the CSDE Comprehensive Assessment Program Portal.

General questions about the CTAA should be directed to the Performance Office, at 860-713-6860 or CTStudentAssessment@ct.gov. Specific questions about individual student results should be directed to local school personnel.

Public Summary Data

Summary district and school reports for the CTAS and the CTAA are generated for each district and school and may be accessed in EdSight by following this link to the [Students with Disabilities](#) page. Reports can be exported for viewing.

The [Smarter Balanced](#) page, under the Performance header in EdSight, is another route for accessing summary district and school reports for the CTAS and the CTAA for each district and school.

Secure Student-Level Data

Confidential student-level data is available for viewing and download through the CRS and EdSight Secure to users with the appropriate permissions.

Individual Student Reports

The Individual Student Report (ISR) provides scale score and performance-level information for a specific student. A full sample each ISR is included in [Appendix B](#).

Two copies of each ISR are mailed to each district. One copy per student of the Connecticut Alternate Assessment Report Brochure for Parents are also sent to each district. One copy of the ISR and the Connecticut Alternate Assessment Report Brochure for Parents must be provided to the parent /guardian and the second copy of the ISR is retained for the student's file. It is suggested that districts who have students placed in Approved Private Special Education Programs provide a courtesy copy of the appropriate Individual Student Reports to these programs.

All CTAA score reports are confidential documents.

Appendix A: Connecticut Alternate Assessment Brochure for Parents

Connecticut Alternate Assessment Report Brochure for Parents

Connecticut Alternate Assessment Report Brochure for Parents

2021–2022

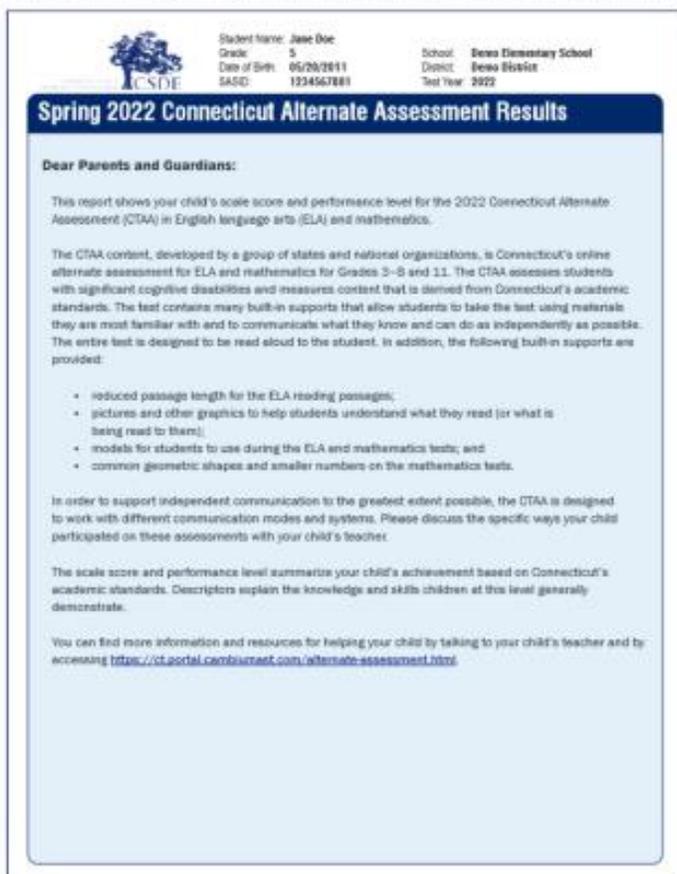
Understanding Your Child's Assessment Scores

The Connecticut Alternate Assessment (CTAA) is the statewide assessment for English language arts and mathematics for eligible students in Grades 3–8 and 11. Based on the needs of your child, the school's Planning and Placement Team (PPT) selected this assessment. It was given to your child between March 28–June 3, 2022, instead of Connecticut's standard assessment for English language arts and mathematics.

The CTAA was developed with the National Center and State Collaborative (NCSC), which included five national partners with expertise in education, assessment, and students with significant cognitive disabilities. The CTAA is designed to measure what students know and can do based on content derived from Connecticut grade-level academic standards. Teachers are trained on how to administer the test and can help your child access supports while they administer the test individually to your child. The CTAA includes three test sessions in English language arts and two test sessions in mathematics.

Your Child's Individual Student Report

The information in the sample CTAA Individual Student Report below does not reflect the performance of any specific student. It is important to remember that the results of your child's CTAA performance are only one source of information about your child's academic performance. These results should be used with other communication about your child such as an Individualized Education Program (IEP), a progress report, and/or a recent report card. If your child's CTAA report indicates that they did not show a consistent observable response during the administration of the CTAA, please contact your child's teacher for additional information.



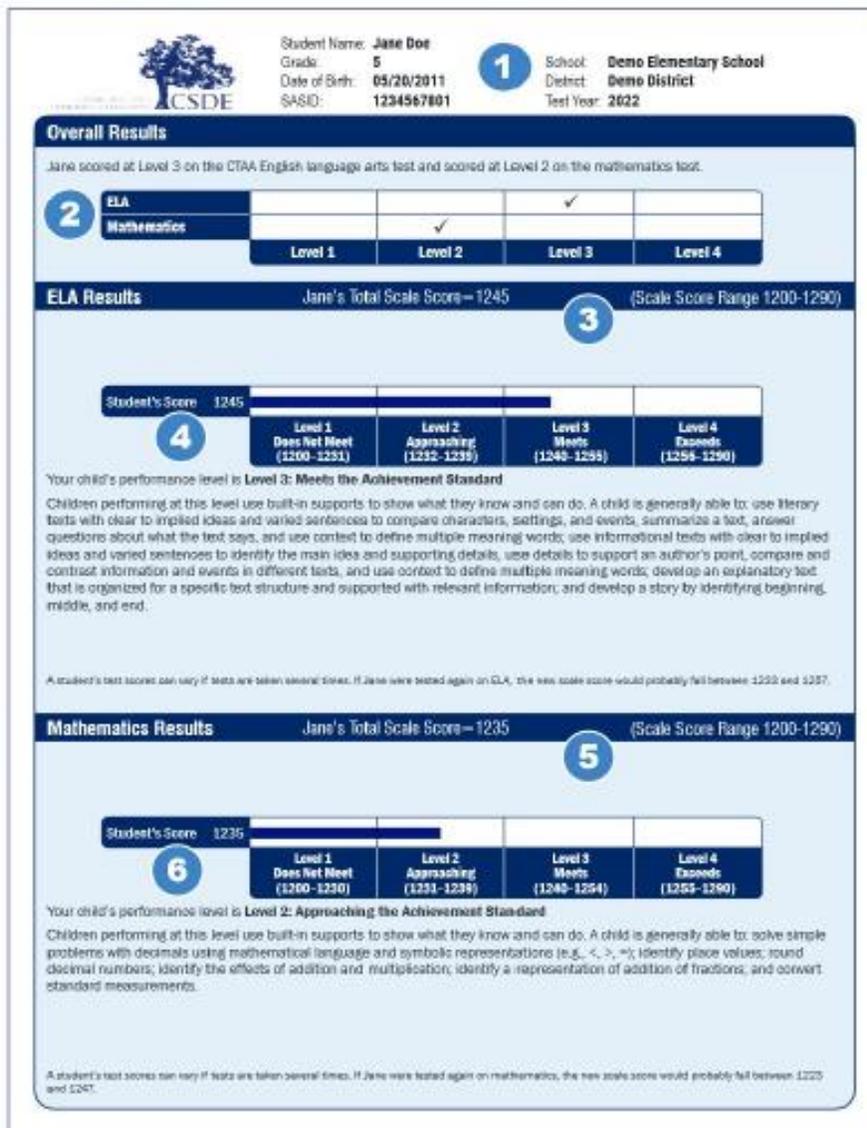
The image shows a sample of a CTAA Individual Student Report. At the top left is the CSDE logo. To the right of the logo is a table with student information: Student Name: Jane Doe, Grade: 5, Date of Birth: 05/29/2011, SASD: 1234567891, School: Demo Elementary School, District: Demo District, and Test Year: 2022. Below this is a blue header with the text "Spring 2022 Connecticut Alternate Assessment Results". The main body of the report is white with blue text. It starts with "Dear Parents and Guardians:" followed by a paragraph explaining the report's purpose. Then, it describes the CTAA content and lists built-in supports: reduced passage length, pictures and other graphics, models for students to use, and common geometric shapes and smaller numbers. It also mentions that the CTAA is designed to work with different communication modes and systems. Finally, it explains that the scale score and performance level summarize the child's achievement based on Connecticut's academic standards and provides a link for more information: <https://ct.portal.com/parent.com/alternate-assessment.html>.

The CTAA Individual Student Report includes:

- **Performance Levels**
Performance levels represent levels of expected performance for grade-level skills and knowledge for students participating in the alternate assessment. These levels are based on alternate grade-level Connecticut Core Standards and are reported by content area. As described on the Sample Individual Student Report, the Performance Levels range from Levels 1 to 4.
- **Scale Scores**
Each child's performance is reported using a scale score, which provides more specific information about achievement in each content area.
- **Descriptive Reports**
Besides reporting information about your child's name, performance levels, and scale scores, the CTAA Report includes information about your child's performance and what the CTAA measures in each content area.

Sample Individual Student Report

The Individual Student Report provides scale-score and performance-level information for a specific student.



The Individual Student Report contains the following features:

1. the report header, which includes the student's full name, grade, school, district, date of birth, State Assigned Student Identifier (SASID), and test year;
2. the student's overall performance level for each content area;
3. a descriptor of the student's performance in English language arts;
4. the display of the student's scale score in English language arts compared with the performance level;
5. a descriptor of the student's performance in mathematics; and
6. the display of the student's scale score in mathematics compared with the performance level.

Additional Information

You may contact your child's teacher(s) regarding your child's participation in the CTAA or the Connecticut State Department of Education's Performance Office at 860-713-6860. You may also view the Student Assessment webpage at <http://portal.ct.gov/SDE/Student-Assessment/Main-Assessment/Student-Assessment>.

Appendix B: Individual Student Reports

Sample Individual Student Report

The Individual Student Report provides scale-score and performance-level information for a specific student.



CONNECTICUT STATE DEPARTMENT OF EDUCATION
COMPREHENSIVE ASSESSMENT PROGRAM

Reporting

Individual Student Report

Offline-LN-PPVUploadFall2022, OfflineCT-FN-PPVUploadfall2022

Student ID: 9999990265 | Student DOB: 12/12/1998 | Enrolled Grade: 4
Date Taken: 3/26/2022

Grade 5 CTAS 2021-2022

Demo District 1
Demo School 1

Score: 54 **Performance: Level 2: Approaching**

How Did Your Child Do on the Test?

Score 54

88 Student has exceeded the alternate achievement standard for Science expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of Science knowledge and skills represented in the alternate assessment.

65 Student has met the alternate achievement standard for Science expected for this grade. Students performing at this level are demonstrating progress toward mastery of Science knowledge and skills. Students performing at this level are demonstrating understanding of grade-level science skills and knowledge represented in the alternate assessment.

57 Student has nearly met the alternate achievement standard for Science expected for this grade. Students performing at this level require further development toward mastery of Science knowledge and skills. Students performing at this level will likely need continued support to demonstrate understanding of grade-level science skills and knowledge represented in the alternate assessment.

32 Student has not yet met the alternate achievement standard for Science expected for this grade. Students performing at this level require substantial improvement with continued support toward mastery of Science knowledge and skills. Students performing at this level will likely need substantial supports to demonstrate understanding of grade-level science skills and knowledge represented in the alternate assessment.

0

How Does Your Child's Score Compare?

Name	Average Score
Demo District 1	54
Demo School 1	54

How Did Your Child Perform on Different Areas of the Test?

Category	Score
[Performance Task 1] Earth Systems	10
[Performance Task 2] Natural Resources	10
[Performance Task 3] Living Organisms	5
[Performance Task 4] Healthy Ecosystems	12
[Performance Task 5] Forces and Motion	9
[Performance Task 6] Using Energy Every Day	8



Offline-LN-PPVUploadFall2022, OfflineCT-FN-PPVUploadfall2022

Grade 5 CTAS 2021-2022

Student ID: 9999990265 | Student DOB: 12/12/1998 | Enrolled Grade: 1
Date Taken: 3/26/2022

Demo District 1
Demo School 1

Score: 54 Performance: Level 2: Approaching

How Did Your Child Perform on Each Test Question?

[Performance Task 1] Earth Systems		
Question #	Core Extension	Points Earned/Points Possible
2	Identify key components that describe local weather conditions (e.g., temperature, amount of cloud cover, precipitation, and wind speed).	0/2
3	From provided temperature and precipitation data, identify the likely seasons.	1/2
4	From provided data, compare weather conditions between two specific time periods.	2/2
5	Using provided information, describe the climate in Connecticut.	1/2
6	From provided data (average temperature and precipitation), compare climates in two regions of the United States (e.g., northeast vs. southwest).	1/2
7	From provided information about the climate pattern in a region, make a prediction about typical weather conditions in that region.	1/2
8	Complete a model to describe changes in the shape of a land form due to wind and water.	2/2
9	From provided information, compare the effects of severe weather (e.g., drought, flooding, or hurricane) on land and living organisms.	2/2

[Performance Task 2] Natural Resources		
Question #	Core Extension	Points Earned/Points Possible
10	Distinguish between fresh and salt water and which is needed by humans and other organisms for survival.	1/2
11	Locate sources of freshwater (a lake and river) and saltwater (ocean) shown on a map.	1/2
12	From a simple graphic, compare the relative amounts of fresh and salt water in various reservoirs.	2/2
13	Describe two ways that humans use energy sources (e.g., generate electricity, heat homes, power a car).	1/2
14	Complete a causal chain explaining two ways that non-renewable energy sources (coal, oil, natural gas) affect the environment.	2/2
15	Complete a causal chain explaining two ways that renewable energy sources (wind, water, solar) affect the environment.	1/2
16	From provided information, identify a human activity that affects Earth's natural resources.	1/2
17	From provided information, identify a way to protect Earth's natural resources.	0/2
18	Given a scenario and background information, describe one positive and one negative effect of how a group of people can help to protect their community's natural resources.	1/2

[Performance Task 3] Living Organisms		
Question #	Core Extension	Points Earned/Points Possible
19	Identify a structure (part) of a plant or an animal that supports survival.	0/2
20	Match one structure (part) of a plant or an animal to its function (e.g., wings help a bird to fly).	1/2
21	Identify key stages (i.e., birth, growth, reproduction, death) of a plant or animal's life cycle.	2/2
22	Compare and contrast the life cycles of two plants or two animals to identify one similarity and one difference.	2/2
23	Make a claim about a structure that supports the survival or growth of a plant or an animal (e.g., stem of a plant transports water or food/nutrients to the plant; water and nutrients/food allow plant to survive; stem is thick on a sunflower; thick stem allows sunflower to grow tall).	0/2

Offline-LN-PPVUploadFall2022, OfflineCT-FN-PPVUploadfall2022

Grade 5 CTAS 2021-2022

Student ID: 9999990265 | Student DOB: 12/12/1998 | Enrolled Grade: 1

Demo District 1

Date Taken: 3/26/2022

Demo School 1

Score: 54 Performance: Level 2: Approaching

How Did Your Child Perform on Each Test Question?

[Performance Task 4] Healthy Ecosystems		
Question #	Core Extension	Points Earned/Points Possible
24	Given several examples, identify which are plants and which are animals.	0/2
25	Identify two traits that help an organism survive in a given habitat.	1/2
26	Make and support a claim why some animals would not survive in a given habitat.	2/2
27	Describe the role of plants as producers and animals as consumers in the environment.	2/2
28	Use a simple food chain as a model to show the interactions of plants and animals in cycling matter.	2/2
29	Make a claim using evidence about two factors affecting the survival of an organism in a given habitat.	1/2
30	When given an environmental problem, identify a way to help reduce the harmful effects on plants or animals.	2/2
31	From two possible solutions, compare them and select one that may prevent environmental problems that affect plants or animals.	2/2

[Performance Task 5] Forces and Motion		
Question #	Core Extension	Points Earned/Points Possible
32	Identify a force as a push or pull on an object.	0/2
33	Recognize that an unbalanced force can cause an object to move.	1/2
34	Recognize that balanced forces do not cause an object to move or change motion.	1/2
35	Use the results of an investigation as evidence that two or more unbalanced forces will cause an object to move.	2/2
36	Make one qualitative observation about the pattern of an object in motion.	2/2
37	Make two quantitative observations to show the pattern of the motion of an object.	2/2
38	Make a prediction about the effect of a change in one variable on the motion of an object.	1/2

[Performance Task 6] Using Energy Every Day		
Question #	Core Extension	Points Earned/Points Possible
39	Distinguish between at least two examples of hot and cold.	0/2
40	Distinguish between at least two examples of light and dark.	1/2
41	Identify two examples of how light and heat energy are used in everyday life.	2/2
42	Make observations that heat is transferred from the sun to the Earth.	2/2
43	Use a simple model to show that plants need light energy from the sun to grow.	1/2
44	Use a simple model to describe that the food animals need was once energy from the sun.	2/2

Individual Student Report with Early Stopping Rule Applied

Student's participating in the CTAA who do not show a consistent mode of communication and qualify for the Early Stopping Rule receive the following two page Individual Student Report.



CONNECTICUT STATE
DEPARTMENT OF EDUCATION
CSDE

Student Name: **Jolyne Doe**
Grade: **5**
Date of Birth: **05/20/2010**
SASID: **1234567803**

School: **Demo Elementary School**
District: **Demo District**
Test Year: **2021**

Spring 2021 Connecticut Alternate Assessment Results

Dear Parents and Guardians:

This report shows your child's scale score and performance level for the 2021 Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics.

The CTAA content, developed by a group of states and national organizations, is Connecticut's online alternate assessment for ELA and mathematics for Grades 3–8 and 11. The CTAA assesses students with significant cognitive disabilities and measures content that is derived from Connecticut's academic 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. The entire test is designed to be read aloud to the student. In addition, the following built-in supports are provided:

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

In order to support independent communication to the greatest extent possible, the CTAA is designed to work with different communication modes and systems. Please discuss the specific ways your child participated on these assessments with your child's teacher.

The scale score and performance level summarize your child's achievement based on Connecticut's academic standards. Descriptors explain the knowledge and skills children at this level generally demonstrate.

You can find more information and resources for helping your child by talking to your child's teacher and by accessing <https://ct.portal.cambiumast.com/alternate-assessment.html>.



Student Name: **Jolyne Doe**
 Grade: **5**
 Date of Birth: **05/20/2010**
 SASID: **1234567803**

School: **Demo Elementary School**
 District: **Demo District**
 Test Year: **2021**

Overall Results

Jolyne did not complete the CTAA English language arts and math tests. No scores were provided.

ELA				
Mathematics				
	Level 1	Level 2	Level 3	Level 4

ELA Results

Jolyne's Total Scale Score=NA

(Scale Score Range 1200-1290)

Your child's ELA test was not completed because your child did not show a consistent observable mode of communication during the test. Your child's teacher followed Connecticut State Department of Education's guidance for the Early Stopping Rule. Please contact your child's teacher to discuss current progress.

Student's Score	NA				
		Level 1 Does Not Meet (1200-1231)	Level 2 Approaching (1232-1239)	Level 3 Meets (1240-1255)	Level 4 Exceeds (1256-1290)

Your child did not receive a score because the assessment was not completed. Your child's teacher may use other measures to capture your child's strengths and abilities.

Mathematics Results

Jolyne's Total Scale Score=NA

(Scale Score Range 1200-1290)

Your child's Math test was not completed because your child did not show a consistent observable mode of communication during the test. Your child's teacher followed Connecticut State Department of Education's guidance for the Early Stopping Rule. Please contact your child's teacher to discuss current progress.

Student's Score	NA				
		Level 1 Does Not Meet (1200-1230)	Level 2 Approaching (1231-1239)	Level 3 Meets (1240-1254)	Level 4 Exceeds (1255-1290)

Your child did not receive a score because the assessment was not completed. Your child's teacher may use other measures to capture your child's strengths and abilities.

Appendix C: CTAA ELA and Math Individual Student Report (ISR) Performance Literals

CTAA Individual Student Report Performance Literals for ELA Grade 3

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: use brief literary text with simple sentences to identify topic, characters, settings, and details, and define the meaning of words (nouns); use brief informational text with simple sentences to identify topic, title, captions, headings, and illustrations related to a topic, and identify the meaning of words (nouns); develop explanatory text by identifying a statement related to an everyday topic.

Level 2

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

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words; identify grade level words; develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to identify the central idea and supporting details, answer questions about what the text says, describe the relationship between characters and character and setting, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify the purpose of and use information from charts, graphs, diagrams, or timelines to answer questions, identify and support the main idea with details, and use context to define multiple meaning words; identify grade level words; develop an explanatory text by identifying a category related to a set of facts and text features (such as captions or diagrams) to present information; and develop a story by identifying beginning, middle, and end.

CTAA Individual Student Report Performance Literals for ELA Grade 4

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: use brief literary text with simple sentences to identify topics, characters, details, and define words often used in written texts and use context to define multiple meaning words; use brief informational text with simple sentences to identify topic, charts, graphs, diagrams, and timelines, and use context to define multiple meaning words; develop explanatory text by identifying a concluding sentence.

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); develop explanatory text by identifying a related, concluding sentence and develop a story by identifying beginning, middle, and end.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify the theme and supporting details, use details to answer specific questions, describe character traits using text-based details; and identify sentences that accurately use words that frequently appear in written texts, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words; identify grade level words; develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle and end.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to determine the theme and identify supporting details, use details to answer specific questions, describe character traits using text-based details; and identify sentences that accurately use words that frequently appear in texts, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify the main idea, how the information provided in charts, graphs, or timelines supports an understanding of the text, and use information from charts, graphs, diagrams, or timelines to answer questions, and use context to define multiple meaning words; identify grade level words; develop explanatory text by identifying a related, concluding sentence and text features (such as headings or charts) to present information; and develop a story by identifying beginning, middle, and end.

CTAA Individual Student Report Performance Literals for ELA Grade 5

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: use brief literary text with simple sentences to identify an event from the beginning of the text, characters, settings, events, and details; use brief informational text with simple sentences to identify topic, main idea, and differences about information in two sentences; develop explanatory text by identifying a category related to a set of nouns.

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 answer questions about what the text says, compare characters, settings, and events, summarize a text, 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 and supporting details, use details from the text to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words; develop an explanatory text that is organized for a specific text structure and develop a story by identifying beginning, middle, and end.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words; develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to compare characters, settings, and events, summarize a text, answer questions about what the text says, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify the main idea and supporting details, use details to support an author's point, compare and contrast information and events in different texts, and use context to define multiple meaning words; develop an explanatory text that is organized for a specific text structure and supported with relevant information; and develop a story by identifying beginning, middle, and end.

CTAA Individual Student Report Performance Literals for ELA Grade 6

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: use brief literary text with simple sentences to identify characters, events, and details, and use context to define multiple meaning words; use brief informational text with simple sentences to identify topics, facts, main ideas, a description of individuals or events, and define words often used in written texts; develop a story by identifying a sequence of events presented in order.

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 answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words; use brief informational texts with clear ideas and simple and compound sentences to answer questions and identify details that develop key ideas; develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to answer questions about what the text says, identify text details that support inferences about characters, summarize a text, and use context to define multiple meaning words; use informational texts with clear to implied ideas and varied sentences to identify details that develop key ideas, support the author's claim with evidence, summarize information from different texts, and use subject-specific words accurately in sentences; develop a story by identifying the next event and using transition words and phrases (such as *later* or *first of all*) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to answer questions about what the text says, identify details that support inferences about characters, summarize a text, and use context to define multiple meaning words; use informational texts with connections among a range of ideas and varied sentences to identify details that develop key ideas, support the author's claim with evidence, summarize information in different texts, and use subject-specific words accurately in sentences; develop a story by identifying the next event and using transition words and phrases (such as *later* or *first of all*) to convey a sequence of events; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

CTAA Individual Student Report Performance Literals for ELA Grade 7

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: use brief literary text with simple sentences to identify themes and inferences and use context to define words; use brief informational text with simple sentences to identify a conclusion, a claim an author makes, compare and contrast two statements related to the same topic, and use context to define words; develop a story by identifying a picture that includes an event described in the text.

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 answer questions and identify details to support themes and inferences; use brief informational texts with clear ideas and simple and compound sentences to identify the relationship between events or individuals in a text and use evidence from the text to support an author's claim; develop a story by identifying the next event and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases; use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author's claim, compare and contrast how two authors write about the same topic, and use context to define phrases; develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to answer questions, identify details to support themes and inferences, and use context to define phrases; use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion, explain how the interactions between individuals, events, or ideas are influenced by each other, identify evidence from a text to support an author's claim, compare and contrast how two authors write about the same topic, and use context to define phrases; develop a story by identifying the next event and a conclusion; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

CTAA Individual Student Report Performance Literals for ELA Grade 8

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: use brief literary text with simple sentences to identify theme, inferences, and use context to define multiple meaning words; use brief informational text with simple sentences to identify a fact related to an argument, a similar topic in two informational texts, and define words often used in written texts; develop an argument by identifying a writer's opinion.

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 details to support a conclusion, a portion of text which contains specific information, and identify how theme is developed, and use context to define words and phrases; use brief informational texts with clear ideas and simple and compound sentences to identify an inference, the portion of text which contains specific information, an argument the author makes, and where two texts present different interpretations of facts, and use subject-specific words or phrases accurately; develop an argument by identifying an idea relevant to a claim and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases; use informational texts with clear to implied ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts present different interpretations of facts, and use subject-specific words and phrases accurately; develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to identify details to support a conclusion from text and identify how theme is developed and use context to define words and phrases; use informational texts with connections among a range of ideas and varied sentences to identify details to support an inference from a text, identify the information (such as facts or quotes) in a section of text that contributes to the development of an idea, identify an argument the author makes and where two texts present different interpretations of facts, and use subject-specific words and phrases accurately; develop an argument by identifying and organizing relevant information to support a claim; and develop an explanatory text that provides information by identifying introduction, body, and conclusion.

CTAA Individual Student Report Performance Literals for ELA Grade 11

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: use brief literary text with simple sentences to identify a summary of a text, events, identify a word used to describe a person, place, thing, action or event, and use context to define words; use brief informational text with simple sentences to identify central idea, facts, what an author tells about a topic; and a word used to describe a person, place, thing, action or event, and use context to define words; develop an explanatory text by identifying information which is or is not related to the topic.

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 details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases; use brief informational texts with clear ideas and simple and compound sentences to identify details that develop central idea, identify conclusions and author's point of view, and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases; develop an explanatory text by grouping information and develop an argument by identifying introduction, claim, evidence, and conclusion.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with clear to implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases; use informational texts with clear to implied ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author's point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases; develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: use literary texts with implied ideas and varied sentences to identify details that support a summary or details used to develop a story, identify why an author uses specific word choices, and use context to define phrases; use informational texts with connections among a range of ideas and varied sentences to identify details to support a conclusion or develop a central idea, identify an author's point of view and why an author uses specific word choices, answer questions using details presented in two texts, and use context to define phrases; develop an explanatory text by identifying and grouping relevant information to address the topic; and develop an argument by identifying introduction, claim, evidence, and conclusion.

CTAA Individual Student Report Performance Literals for Mathematics

Grade 3

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 addition problems with numerals and symbols; read a pictograph; identify growing patterns with pictures, objects, or shapes; identify the number of parts shaded in an object; identify an object that has the greater number of parts shaded; and identify an object divided in two equal parts.

Level 2

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

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve addition, subtraction, and multiplication problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); check the correctness of an answer; find the missing term in a list of numbers that follow a pattern; round numbers; identify figures divided into equal parts; compare fraction models; count unit squares to total the area of a rectangle; and complete a bar graph.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: find the missing term in a list of numbers that follow a pattern; compare fractions with different numerators and the same denominator; round numbers; apply appropriate concepts of quantities and operations to mathematical situations to solve addition, subtraction, and multiplication word problems; check the correctness of an answer; count unit squares to total the area of a rectangle; and complete a bar graph.

CTAA Individual Student Report Performance Literals for Mathematics

Grade 4

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.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple multiplication problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); round numbers; identify parts and wholes; identify equivalent fractions; identify one set of objects divided into two equal parts; identify the parts of 2-dimensional shape; and compute the perimeter of a rectangle.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve multiplication word problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); check the correctness of an answer; show division of objects into two equal groups; round numbers; identify equivalent and non-equivalent fractions; sort a set of 2-dimensional shapes; compute the perimeter of a rectangle; and transfer data to a graph.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: round numbers; identify equivalent and non-equivalent fractions with different denominators; sort a set of 2-dimensional shapes; transfer data to a graph; apply appropriate concepts of quantities and operations to mathematical situations to solve multiplication word problems; check the correctness of an answer; divide a set of objects into equal groups; and compute the perimeter of a rectangle.

CTAA Individual Student Report Performance Literals for Mathematics

Grade 5

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 subtraction problems with numerals and symbols; identify place values; measure with feet and yards; read time on an analog clock; read graphs; and recognize how one set of objects can be divided into two equal parts.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); identify place values; round decimal numbers; identify the effects of addition and multiplication; identify a representation of addition of fractions; and convert standard measurements.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve problems with whole numbers, fractions or decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); identify place values; round decimals; identify the effects of multiplication; convert standard measurements including minutes and hours; locate a given point on a coordinate plane; and make comparisons between data sets.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: identify place value; round decimals; convert standard measurements including minutes and hours; locate a given point on a coordinate plane when given an ordered pair; apply appropriate concepts of quantities and operations to mathematical situations to solve word problems with whole numbers, fractions, or decimals; and make comparisons between line graphs.

CTAA Individual Student Report Performance Literals for Mathematics

Grade 6

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 percent, rates, number lines, and area; identify what an unknown represents in an equation; and describe data sets.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems with whole numbers or decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$) about ratios, negative numbers, and fractions; describe data sets; and solve real world measurement problems using percent or rates.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of positive and negative values on a number line; describe mean, median or mode in a data set; solve problems with whole numbers or decimals using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); solve word problems with percent, ratios, rates, or with a variable; and compute the area of a parallelogram.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of positive and negative values; describe mean, median or mode in a data set; apply appropriate concepts of quantities and operations to mathematical situations to solve problems using three-digit numbers or decimals; solve word problems with percent, ratios, rates, or with a variable; and compute the area of a parallelogram.

CTAA Individual Student Report Performance Literals for Mathematics

Grade 7

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 a negative number and its multiplication or division by a positive number; identify surface area, area and circumference of a circle; and read a bar graph.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple multiplication problems with positive/negative whole numbers using mathematical language and symbolic representations (e.g., $<$, $>$, $=$); identify the meaning of an unknown variable in an equation; describe a ratio; identify the surface area of a three-dimensional figure; and determine when a graph of a data set is increasing or decreasing.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of ratios and rates; identify proportional measures of two quantities; solve multiplication and division problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$) with positive/negative whole numbers, percent, ratios or unknowns; and compute the area of a circle, and surface area of a three-dimensional shape.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of ratios and rates; identify proportional relationships between two quantities shown in a table or graph; apply appropriate concepts of quantities and operations to mathematical situations to solve problems using positive/negative whole numbers, percent, ratios or unknowns; and compute the area of a circle and surface area of a three-dimensional shape.

CTAA Individual Student Report Performance Literals for Mathematics

Grade 8

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 decimal numbers; identify congruent and similar shapes, and surface area; plot points on a graph; and identify larger and smaller quantities presented in a graph.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$, x , y); identify and describe proportional measures of two quantities presented in graphs and data tables; identify the y -intercept of a graph; match congruent or similar figures; and relate a graph to the context of a word problem.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: determine approximate value of irrational numbers; identify congruent and similar figures; describe the relationship between two variables shown on a graph; plot data on a graph; use mathematical language and symbolic representations (e.g., $<$, $>$, $=$, x , y) to solve problems about: slope of a linear graph; the change in area of a figure when its dimensions are changed; and the volume of a cylinder.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of congruent and similar figures; determine approximate value of irrational numbers; identify and describe the relationship between two variables shown on a graph; plot data on a graph; apply appropriate concepts of quantities and operations to mathematical situations to solve problems about: linear equations; slope of a linear graph, the change in area of a figure when its dimensions are changed; and the volume of a cylinder.

CTAA Individual Student Report Performance Literals for Mathematics

Grade 11

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 real world problems with numerals and symbols; write equations; represent quantities in multiple combinations; complete the formula for area of a figure; determine whether a given point is or is not part of a data set shown on a graph; and identify an extension of a line graph.

Level 2

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: solve simple word problems using mathematical language and symbolic representations (e.g., $<$, $>$, $=$, x , y), write equations that contain a variable; solve a real world problem using a line graph; calculate the mean and median of a set of data; identify the hypotenuse of a right triangle; the greatest or least value of data shown on a number line; the missing label on a histogram; and a model that represents a square number.

Level 3

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of how to represent and interpret data using histograms; work with exponents; identify features of a three-dimensional figure; use measurements to find similar triangles; solve real world problems using mathematical language, symbolic representations (e.g., $<$, $>$, $=$) and variables (x , y) or with a line graph; solve real world measurement problems that require unit conversion; calculate the mean and median of a set of data; and make predictions from data tables and graphs to solve problems.

Level 4

Children performing at this level use built-in supports to show what they know and can do. A child is generally able to: demonstrate an understanding of how to represent and interpret data using histograms; work with exponents; identify features of a three-dimensional figure; use measurements to find similar triangles; apply appropriate concepts of quantities and operations to mathematical situations to solve real world problems using variables (x , y) or with a line graph; solve real world measurement problems that require unit conversion; calculate the mean and median of a set of data; and make predictions from data tables and graphs to solve problems.

Appendix D: CTAA ELA and Mathematics Performance-Level Descriptors

Grade 3 CTAA ELA Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, they are 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, they are 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, they are 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, they are 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-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>AND with high text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</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, they are 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, they are able to:</p> <ul style="list-style-type: none"> identify grade level words 	
<p>AND in writing, they are able to:</p> <ul style="list-style-type: none"> identify a statement related to an everyday topic 	<p>AND in writing, they are 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, they are 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 	

Grade 4 CTAA ELA Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, they are 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, they are 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, they are 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, they are 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-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>AND with high text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</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, they are 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, they are able to:</p> <ul style="list-style-type: none"> identify grade level words 		
<p>AND in writing, they are able to:</p> <ul style="list-style-type: none"> identify the concluding sentence in a short explanatory text 	<p>AND in writing, they are 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, they are 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 	

Grade 5 CTAA ELA Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, they are 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, they are 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, they are 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, they are 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-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>AND with high text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</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, they are able to:</p> <ul style="list-style-type: none"> • identify the category related to a set of common nouns 	<p>AND in writing, they are 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 text structure such as comparison/contrast 	<p>AND in writing, they are able to:</p> <ul style="list-style-type: none"> • support an explanatory text topic with relevant information 	

Grade 6 CTAA ELA Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, they are able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, they are able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, they are able to:</p> <ul style="list-style-type: none"> • 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 	<p>In reading, they are able to:</p> <ul style="list-style-type: none"> • 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
	<p>AND with moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>AND with high text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</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 • use context to identify the meaning of multiple meaning words 	
<p>AND in writing, they are able to:</p> <ul style="list-style-type: none"> • identify an everyday order of events 	<p>AND in writing, they are able to:</p> <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 	<p>AND in writing, they are able to:</p> <ul style="list-style-type: none"> • identify transition words and phrases to convey a sequence of events in narrative text 	

Grade 7 CTAA ELA Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, they are 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 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 	<p>In reading, they are able to:</p> <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 	<p>In reading, they are able to:</p> <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 	<p>In reading, they are able to:</p> <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
	<p>AND with moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>AND with high text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>	
	<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 	
<p>AND in writing, they are able to:</p> <ul style="list-style-type: none"> • identify a graphic that includes an event as described in a text 	<p>AND in writing, they are able to:</p> <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 	<p>AND in writing, they are able to:</p> <ul style="list-style-type: none"> • identify a sentence that provides a conclusion in narrative text 	

Grade 8 CTAA ELA Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, they are 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, they are 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, they are 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 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 	<p>In reading, they are 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 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
	<p>AND with moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>AND with high text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>	
	<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, they are able to:</p> <ul style="list-style-type: none"> • identify a writer’s opinion 	<p>AND in writing, they are 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, they are able to:</p> <ul style="list-style-type: none"> • identify relevant information to support a claim 	

Grade 11 CTAA ELA Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Low text complexity-Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p>Moderate text complexity-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>High text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p>In reading, they are 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, they are 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, they are 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, they are 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-Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p>AND with high text complexity-Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</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, they are able to:</p> <ul style="list-style-type: none"> • identify information which is unrelated to a given topic 	<p>AND in writing, they are 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, they are 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 CTAA Mathematics Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>
<p>They are able to:</p> <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 	<p>They are able to:</p> <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 	<p>They are able to:</p> <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 	<p>They are able to:</p> <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
	<p>AND with moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>AND with high task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>	
	<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 CTAA Mathematics Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>
<p>They are 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>They are 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>They are 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>They are 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 - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>AND with high task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</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 CTAA Mathematics Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>
<p>They are able to:</p> <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 	<p>They are able to:</p> <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 	<p>They are able to:</p> <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 	<p>They are able to:</p> <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
	<p>AND with moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>AND with high task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>	
	<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 CTAA Mathematics Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>
<p>They are able to:</p> <ul style="list-style-type: none"> • identify a model of a given percent • match a given unit rate to a model • identify are presentation 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) 	<p>They are able to:</p> <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 <p>AND with moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p> <ul style="list-style-type: none"> • perform one-step operations with two decimal numbers • solve word problems using a percent 	<p>They are able to:</p> <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 <p>AND with high task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p> <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 	<p>They are able to:</p> <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

Grade 7 CTAA Mathematics Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>
<p>They are 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>They are 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>They are 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>They are 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 - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>AND with high task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</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 CTAA Mathematics Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Low task complexity -Simple problems using common mathematical terms and symbols</p>	<p>Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>High task complexity -Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>
<p>They are 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>They are 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>They are 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>They are 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>AND with moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>AND with high task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</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 11 CTAA Mathematics Performance-Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Low task complexity - Simple problems using common mathematical terms and symbols</p>	<p>Moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>High task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>
<p>They are able to:</p> <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 	<p>They are able to:</p> <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 	<p>They are able to:</p> <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 	<p>They are able to:</p> <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
	<p>AND with moderate task complexity - Common problems presented in mathematical context using various mathematical terms and symbols</p>	<p>AND with high task complexity - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</p>	
	<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 set 	