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Introduction to the Connecticut Alternate Assessment

Introduction

In the spring of 2017, Connecticut administered the Connecticut Alternate Assessment (CTAA) in English language arts/literacy and mathematics. This alternate assessment is based on alternate achievement standards (AA-AAS) and was 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 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.
Student Participation

Students identified as special education, 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 CMT/CAPT Skills Checklist Science in grades 5, 8, and 10.

The criteria for student participation in the CTAA reflects the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. The table below shows the participation criteria and the descriptors used to determine eligibility for participation for each student. The criteria are incorporated into the Learner Characteristics Inventory (LCI) used to register students for the alternate assessments.

<table>
<thead>
<tr>
<th>Participation Criteria</th>
<th>Participation Criteria Descriptors</th>
</tr>
</thead>
</table>
| 1. The student has a significant cognitive disability. | Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.*  
*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life. |
| 2. The student is learning content linked to (derived from) the Connecticut Core State Standards (CCSS) and the Connecticut Science Curriculum Framework (CSCF). | Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student. |
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum. | The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. |
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 (CCSS), synonymous with the Connecticut Core Standards, 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/literacy, that: (a) was accessible to all students, (b) supported the score inferences, and (c) collected evidence to examine the interpretive argument.

Content experts 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 focal knowledge, skills, and abilities (FKSAs) and the Essential Understandings derived from the CCC. 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. The toolkit can be found here: https://wiki.ncscpartners.org/index.php/Communication_Tool_Kit.
Overview of the CTAA Test Format

The CTAA assesses English language arts/literacy (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. The CTAA permits student-specific accommodations indicated in their 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.

<table>
<thead>
<tr>
<th>CTAA ELA/Literacy Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1: Reading</strong></td>
<td><strong>Session 2: Reading</strong></td>
</tr>
<tr>
<td>• Literary and informational reading passages and associated Selected-Response Reading items</td>
<td>• Literary and informational reading passages and associated Selected-Response Reading items</td>
</tr>
<tr>
<td>• Open-Response (OR) Foundational Reading items (Grades 3 and 4 only)</td>
<td>• Open-Response (OR) Foundational Reading items (Grades 3 and 4 only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CTAA Mathematics Test</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td>• Selected-Response Mathematics items</td>
<td>• Selected-Response Mathematics items</td>
</tr>
<tr>
<td>• Constructed-Response Mathematics Completion items in selected grades</td>
<td>• Constructed-Response Mathematics Completion items in selected grades</td>
</tr>
</tbody>
</table>
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.

**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/Literacy 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 guide describes the various types of score reports provided for the Connecticut Alternate Assessment (CTAA) for the 2016-17 test administration. The information in the sample CTAA Individual Student Report (Appendix A) 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.** 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 in 2015. 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.”

- **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 across grades.

- **Descriptive Reports.** In addition to reporting student demographic information, performance level, and scale scores, the Individual Student Report contains information about student performance and what the CTAA measures in each content area.
Performance 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) were also developed for mathematics and English language arts/literacy (ELA/literacy) 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 Appendix D differ from those used in the Individual Student Report which are called Individual Student Report Performance Literals. 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 what areas a student needs more support; the test results help teachers, schools, parents and guardians build a path for student learning.

CTAA Individual Student Performance Report Literals

The CTAA Individual Student Performance Report Literals document is intended as a resource to district and school personnel. The Individual Student Report Performance Literals in English language arts/literacy 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 2017 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/Literacy Performance Level Descriptors and in the CTAA Math Performance Level Descriptors or Appendix C of this document.
Table 1: Performance-Level Scale Score Ranges by Content Area and Grade

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts/Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>1251-1290</td>
<td>1258-1290</td>
<td>1256-1290</td>
<td>1253-1290</td>
<td>1255-1290</td>
<td>1250-1290</td>
<td>1255-1290</td>
</tr>
<tr>
<td>Level 3</td>
<td>1240-1250</td>
<td>1240-1257</td>
<td>1240-1255</td>
<td>1240-1252</td>
<td>1240-1254</td>
<td>1240-1249</td>
<td>1240-1254</td>
</tr>
<tr>
<td>Level 2</td>
<td>1234-1239</td>
<td>1234-1239</td>
<td>1232-1239</td>
<td>1231-1239</td>
<td>1236-1239</td>
<td>1230-1239</td>
<td>1236-1239</td>
</tr>
<tr>
<td>Level 1</td>
<td>1200-1233</td>
<td>1200-1233</td>
<td>1200-1231</td>
<td>1200-1230</td>
<td>1200-1235</td>
<td>1200-1229</td>
<td>1200-1235</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>1254-1290</td>
<td>1251-1290</td>
<td>1255-1290</td>
<td>1249-1290</td>
<td>1254-1290</td>
<td>1249-1290</td>
<td>1249-1290</td>
</tr>
<tr>
<td>Level 3</td>
<td>1240-1253</td>
<td>1240-1250</td>
<td>1240-1254</td>
<td>1240-1248</td>
<td>1240-1253</td>
<td>1240-1248</td>
<td>1240-1248</td>
</tr>
<tr>
<td>Level 2</td>
<td>1236-1239</td>
<td>1233-1239</td>
<td>1231-1239</td>
<td>1234-1239</td>
<td>1232-1239</td>
<td>1234-1239</td>
<td>1234-1239</td>
</tr>
<tr>
<td>Level 1</td>
<td>1200-1235</td>
<td>1200-1232</td>
<td>1200-1230</td>
<td>1200-1233</td>
<td>1200-1231</td>
<td>1200-1233</td>
<td>1200-1233</td>
</tr>
</tbody>
</table>
Interpreting and Using the CTAA Scores

The CTAA tests student performance in English language arts/literacy (ELA/literacy) 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 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. CTAA scores should not be used in isolation in making program placement decisions about students.

When reviewing scores for a student who was tested by another Teacher Administering the Alternate (TEA) than the student’s current teacher, it may be helpful to consult with the 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 B.
Types of Results Shared

Public Summary Data

Summary district and school reports are generated for each district and school and may be accessed by following this link:

http://edsight.ct.gov

Secure Student Level Data

Confidential student level data is available for viewing and download through the CSDE Comprehensive Assessment Program Portal in the Online Reporting System (ORS) to users with the appropriate access level.

Individual Student Reports

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

Appendix A.

Two copies of each ISR will be mailed to each district. One copy per student of the Connecticut Alternate Assessment Report Brochure for Parents will also be 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

Individual Student Report Sample
Dear Parents and Guardians:

This report shows your child’s scale score and performance level for the 2017 Connecticut Alternate Assessment (CTAA) in English language arts/literacy (ELA/literacy) and mathematics.

The CTAA content, developed by a group of states and national organizations, is Connecticut’s online alternate assessment for ELA/literacy 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/literacy 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/literacy and mathematics tests; and
- common geometric shapes and smaller numbers on the mathematics tests.

In order to support communication independence 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 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 http://ct.portal.airast.org/resources/?section=alternate-assessment.
Overall Results

Jonathan scored at Level 4 on the English language arts/literacy test and scored at Level 3 on the mathematics test.

<table>
<thead>
<tr>
<th>ELA/Literacy</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>✔</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td></td>
</tr>
</tbody>
</table>

ELA/Literacy Results

Jonathan’s Total Scale Score = 1275

Your child’s performance level is Level 4: Exceeds the Achievement Standard

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.

Mathematics Results

Jonathan’s Total Scale Score = 1250

Your child’s performance level is Level 3: Meets the Achievement Standard

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.

A student’s test scores can vary if tests are taken several times. If Jonathan were tested again on ELA/literacy, the new scale score would probably fall between 1263 and 1287.

A student’s test scores can vary if tests are taken several times. If Jonathan were tested again on mathematics, the new scale score would probably fall between 1238 and 1262.
Appendix B

Connecticut Alternate Assessment

Report Brochure for Parents Sample
The Connecticut Alternate Assessment (CTAA) is the statewide assessment for English language arts/literacy 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 27 and May 26, 2017, instead of Connecticut’s standard assessments for English language arts/literacy 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/literacy and two test sessions in mathematics.

Your Child’s Individual Student Report

The information in the sample Connecticut Alternate Assessment 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.

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. The Performance Levels range from Levels 1 to 4, while Level 3 is “Meets Expectations” and Level 4 is “Exceeds Expectations.”

- **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 Connecticut Alternate Assessment Report includes information about your child’s performance and what the CTAA measures in each content area.
The Individual Student Report provides scale-score and performance-level information for a specific student.

### Overall Results

Jonathan scored at Level 4 on the English language arts/literacy test and scored at Level 3 on the mathematics test.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA/Literacy</td>
<td></td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ELA/Literacy Results

**Jonathan’s Total Scale Score=1275** (Scale Score Range 1200-1290)

Your child’s performance level is **Level 4: Exceeds the Achievement Standard**

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.

A student’s test scores can vary if tests are taken several times. If Jonathan were tested again on ELA, the new scale score would probably fall between 1263 and 1287.

### Mathematics Results

**Jonathan’s Total Scale Score=1250** (Scale Score Range 1200-1290)

Your child’s performance level is **Level 3: Meets the Achievement Standard**

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.

A student’s test scores can vary if tests are taken several times. If Jonathan were tested again on mathematics, the new scale score would probably fall between 1238 and 1262.

The Individual Student Report contains the following features:

1. the report header, which includes the student’s full name, school, grade, district, date of birth, student identification number, 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/literacy;
4. the display of the student’s scale score in English language arts/literacy 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 teachers regarding your child’s participation in the CTAA or the Connecticut State Department of Education’s Bureau of Student Assessment at 860-713-6860. You may also view the Student Assessment webpage at [http://www.ct.gov/sde/studentassessment](http://www.ct.gov/sde/studentassessment).
Appendix C

CTAA Individual Student Report

Performance Literals

ELA and Mathematics
ELA/Literacy 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.
ELA/Literacy 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.
ELA/Literacy 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.
ELA/Literacy 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 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.
ELA/Literacy 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.
ELA/Literacy 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.
ELA/Literacy 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.
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.
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.
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.
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.
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.
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.
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 Performance Level Descriptors

ELA and Mathematics
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</td>
<td>Moderate text complexity - Text with clear, complex ideas and relationships; short, simple; compound sentences.</td>
<td>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
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<tr>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
<td><strong>In reading, he/she is able to:</strong></td>
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<tr>
<td>• identify the topic of a literary text</td>
<td>• determine the central idea and supporting details in literary text</td>
<td>• determine the central idea and supporting details in literary text</td>
<td>• determine the central idea and supporting details in literary text</td>
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<tr>
<td>• identify a detail from a literary text</td>
<td>• determine the main idea and identify supporting details in informational text</td>
<td>• determine the main idea and identify supporting details in informational text</td>
<td>• determine the main idea and identify supporting details in informational text</td>
</tr>
<tr>
<td>• identify a character or setting in a literary text</td>
<td>• determine the main idea of visually presented information</td>
<td>• determine the main idea of visually presented information</td>
<td>• determine the main idea of visually presented information</td>
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<tr>
<td>• identify the topic of an informational text</td>
<td>• identify the purpose of text features in informational text</td>
<td>• identify the purpose of text features in informational text</td>
<td>• identify the purpose of text features in informational text</td>
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<tr>
<td>• identify a title, caption, or heading in an informational text</td>
<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
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<tr>
<td>• identify an illustration related to a given topic</td>
<td>• use context to identify the meaning of multiple meaning words</td>
<td>• use context to identify the meaning of multiple meaning words</td>
<td>• use context to identify the meaning of multiple meaning words</td>
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<tr>
<td>• identify a topic presented by an illustration</td>
<td>• use details from a literary text to answer specific questions</td>
<td>• use details from a literary text to answer specific questions</td>
<td>• use details from a literary text to answer specific questions</td>
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<tr>
<td>• identify the meaning of words (i.e., nouns)</td>
<td>• describe the relationship between characters, and character and setting in literary text</td>
<td>• describe the relationship between characters, and character and setting in literary text</td>
<td>• describe the relationship between characters, and character and setting in literary text</td>
</tr>
<tr>
<td><strong>AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</strong></td>
<td><strong>AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</strong></td>
<td><strong>AND with accuracy, he/she is able to:</strong></td>
<td><strong>AND with accuracy, he/she is able to:</strong></td>
</tr>
<tr>
<td>• use details from a literary text to answer specific questions</td>
<td>• use details from a literary text to answer specific questions</td>
<td>• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td>
<td>• identify grade level words</td>
</tr>
<tr>
<td>• describe the relationship between characters, and character and setting in literary text</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td>AND in writing, he/she is able to:</td>
<td>AND in writing, he/she is able to:</td>
</tr>
<tr>
<td>• identify a statement related to an everyday topic</td>
<td>• identify elements of a narrative text to include beginning, middle, and end</td>
<td>• identify a statement related to an everyday topic</td>
<td>• identify a statement related to an everyday topic</td>
</tr>
<tr>
<td><strong>AND with accuracy, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td>
<td>• identify elements of a narrative text to include beginning, middle, and end</td>
<td>• identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</td>
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</tr>
<tr>
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<td><strong>In reading, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify a topic of a literary text</td>
<td>• determine the theme of literary text and identify supportive details</td>
<td>• determine the theme of literary text and identify supportive details</td>
<td>• determine the theme of literary text and identify supportive details</td>
</tr>
<tr>
<td>• identify a detail from a literary text</td>
<td>• describe character traits using text-based details in literary text</td>
<td>• describe character traits using text-based details in literary text</td>
<td>• determine the main idea of informational text</td>
</tr>
<tr>
<td>• identify a character in a literary text</td>
<td>• determine the main idea of informational text</td>
<td>• determine the main idea of informational text</td>
<td>• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</td>
</tr>
<tr>
<td>• identify charts, graphs, diagrams, or timelines in an informational text</td>
<td>• locate information in charts, graphs, diagrams, or timelines</td>
<td>• locate information in charts, graphs, diagrams, or timelines</td>
<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
</tr>
<tr>
<td>• identify a topic of an informational text</td>
<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
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<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
</tr>
<tr>
<td>• use context to identify the meaning of multiple meaning words</td>
<td>• use general academic words</td>
<td>• use general academic words</td>
<td>• use general academic words</td>
</tr>
<tr>
<td><strong>AND with</strong> <strong>Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td><strong>AND with</strong> <strong>High text complexity</strong> - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
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<td>• use details from a literary text to answer specific questions</td>
<td>• use details from a literary text to answer specific questions</td>
<td>• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td>
<td>• identify grade level words</td>
</tr>
<tr>
<td>• use context to identify the meaning of multiple meaning words</td>
<td>• describe character traits using text-based details in literary text</td>
<td>• describe character traits using text-based details in literary text</td>
<td><strong>AND with</strong> <strong>accuracy, he/she is able to:</strong></td>
</tr>
<tr>
<td><strong>AND with accuracy, he/she is able to:</strong></td>
<td>• determine the theme of literary text and identify supportive details</td>
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<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td><strong>AND in writing, he/she is able to:</strong></td>
<td>• determine the main idea of informational text</td>
<td>• determine the main idea of informational text</td>
<td>• identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</td>
</tr>
<tr>
<td>• identify the concluding sentence in a short explanatory text</td>
<td>• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</td>
<td>• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td><strong>AND in</strong> <strong>writing, he/she is able to:</strong></td>
<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
<td>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</td>
<td>• identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</td>
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<tr>
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<td>• use general academic words</td>
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<td><strong>AND in writing, he/she is able to:</strong></td>
</tr>
<tr>
<td>• identify the concluding sentence related to information in explanatory text</td>
<td><strong>AND in writing, he/she is able to:</strong></td>
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<td>• identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</td>
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<td>In reading, he/she is able to:</td>
</tr>
<tr>
<td>• identify an event from the beginning of a literary text</td>
<td>• compare characters, settings, and events in literary text</td>
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<td>• compare characters, settings, and events in literary text</td>
</tr>
<tr>
<td>• identify a detail from a literary text</td>
<td>• determine the main idea and identify supporting details in informational text</td>
<td>• determine the main idea and identify supporting details in informational text</td>
<td>• determine the main idea and identify supporting details in informational text</td>
</tr>
<tr>
<td>• identify a character, setting and event in a literary text</td>
<td>• use details from the text to support an author’s point in informational text</td>
<td>• use details from the text to support an author’s point in informational text</td>
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</tr>
<tr>
<td>• identify the topic of an informational text</td>
<td>• compare and contrast how information and events are presented in two informational texts</td>
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</tr>
<tr>
<td>• identify the main idea of an informational text</td>
<td>• use context to identify the meaning of multiple meaning words</td>
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</tr>
<tr>
<td>• identify the difference in how information is presented in two sentences</td>
<td>AND with <strong>Moderate text complexity</strong> - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td>AND with <strong>High text complexity</strong> - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
<td>AND in writing, he/she is able to:</td>
</tr>
<tr>
<td></td>
<td>• summarize a literary text from beginning to end</td>
<td>• summarize a literary text from beginning to end</td>
<td>• identify the category related to a set of common nouns</td>
</tr>
<tr>
<td></td>
<td>• use details from a literary text to answer specific questions</td>
<td></td>
<td>• identify elements of a narrative text to include beginning, middle, and end</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• identify a sentence that is organized for a text structure such as comparison/contrast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• support an explanatory text topic with relevant information</td>
</tr>
<tr>
<td>Level 1</td>
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<td>Level 4</td>
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<td><strong>In reading, he/she is able to:</strong></td>
</tr>
<tr>
<td>- identify an event from the beginning or end of a literary text</td>
<td>- summarize a literary text from beginning to end without including personal opinions</td>
<td>- summarize a literary text from beginning to end without including personal opinions</td>
<td>- summarize a literary text from beginning to end without including personal opinions</td>
</tr>
<tr>
<td>- identify a detail from a literary text</td>
<td>- support inferences about characters using details in literary text</td>
<td>- support inferences about characters using details in literary text</td>
<td>- use details from the text to answer specific questions</td>
</tr>
<tr>
<td>- identify a character in a literary text</td>
<td>- use details from the text to elaborate a key idea in informational text</td>
<td>- use details from the text to support an author’s claim in informational text</td>
<td>- use details from the text to elaborate a key idea in informational text</td>
</tr>
<tr>
<td>- identify the main idea of an informational text</td>
<td>- use details from a literary text to answer specific questions</td>
<td>- use evidence from the text to support an author’s claim in informational text</td>
<td>- use evidence from the text to answer specific questions</td>
</tr>
<tr>
<td>- identify a fact from an informational text</td>
<td>- use context to identify the meaning of multiple meaning words</td>
<td>- summarize information presented in two informational texts</td>
<td>- use context to identify the meaning of multiple meaning words</td>
</tr>
<tr>
<td>- identify a description of an individual or event in an informational text</td>
<td>- use domain specific words accurately AND with Moderate text complexity - Text with clear, complex ideas and relationships and simple; compound sentences.</td>
<td>- use domain specific words accurately AND with High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
<td>- use domain specific words accurately AND in writing, he/she is able to:</td>
</tr>
<tr>
<td>- use context to identify the meaning of multiple meaning words</td>
<td></td>
<td></td>
<td>- identify an everyday order of events AND in writing, he/she is able to:</td>
</tr>
<tr>
<td>- identify the meaning of general academic words</td>
<td></td>
<td></td>
<td>- identify elements of an explanatory text to include introduction, body, and conclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- identify the next event in a brief narrative</td>
</tr>
</tbody>
</table>

**AND in writing, he/she is able to:**
- identify an everyday order of events
- identify elements of an explanatory text to include introduction, body, and conclusion
- identify the next event in a brief narrative
- use details from a literary text to answer specific questions
- use context to identify the meaning of multiple meaning words

**AND in writing, he/she is able to:**
- identify transition words and phrases to convey a sequence of events in narrative text

**AND in writing, he/she is able to:**
- use domain specific words accurately

**AND in writing, he/she is able to:**
- use details from a literary text to answer specific questions
- use context to identify the meaning of multiple meaning words

**AND in writing, he/she is able to:**
- 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
### Grade 7 ELA Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity</strong>&lt;br&gt;Brief text with straightforward ideas and relationships; short, simple sentences.</td>
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<td><strong>High text complexity</strong>&lt;br&gt;Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</td>
</tr>
</tbody>
</table>

#### In reading, he/she is able to:
- identify a theme from a literary text
- identify an inference from a literary text
- identify a conclusion from an informational text
- identify a claim the author makes in an informational text
- compare and contrast two statements related to the same topic
- use context to identify the meaning of words

**AND with Moderate text complexity**<br>Text with clear, complex ideas and relationships and simple; compound sentences.

- use details to support themes from literary text
- use details to support inferences from literary text

**AND in writing, he/she is able to:**
- identify a graphic that includes an event as described in a text

**AND with High text complexity**<br>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.

- use details to support themes from literary text
- use details to support inferences from literary text

**AND in writing, he/she is able to:**
- identify a sentence that provides a conclusion in narrative text
| Level    | Low text complexity -  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brief text with straightforward ideas and relationships; short, simple sentences.</td>
</tr>
</tbody>
</table>

**In reading, he/she is able to:**
- identify a theme from a literary text
- identify an inference from a literary text
- identify a fact related to a presented argument in informational text
- identify a similar topic in two informational texts
- use context to identify the meaning of multiple meaning words
- identify the meaning of general academic words

**AND with Moderate text complexity -**  
Text with clear, complex ideas and relationships and simple; compound sentences.

**AND in writing, he/she is able to:)**
- identify a writer’s opinion

| Level    | Moderate text complexity -  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text with clear, complex ideas and relationships and simple; compound sentences.</td>
</tr>
</tbody>
</table>

**In reading, he/she is able to:**
- use details to support a conclusion from literary text
- identify an inference drawn from an informational text
- identify the portion of text which contains specific information
- identify an argument the author makes in informational text
- examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation
- use domain specific words or phrases accurately

**AND with High text complexity -**  
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.

**In reading, he/she is able to:**
- use details to support an inference from 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

**AND in writing, he/she is able to:)**
- identify relevant information to support a claim
# Grade 11 ELA Performance Level Descriptors

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low text complexity</strong>&lt;br&gt; Kısa metinle çevri onarmak ve ilişkilerle; kısa, basit ifadeler.</td>
<td><strong>Low text complexity</strong>&lt;br&gt; Kısa metinle çevri onarmak ve ilişkilerle; kısa, basit ifadeler.</td>
<td><strong>Moderate text complexity</strong>&lt;br&gt; İşaretli, karmaşık fikir ve ilişkilerle; basit ve karmaşık ifadeler.</td>
<td><strong>High text complexity</strong>&lt;br&gt; İşaretli, karmaşık fikir ve ilişkilerle; bir çeşit ifade tipleri dahil; vurgulama kelime ve geçiş kelimeleri.</td>
</tr>
</tbody>
</table>

**In reading, he/she is able to:**
- identify a summary of a literary text
- identify an event from a literary text
- identify the central idea of an informational text
- identify facts from an informational text
- identify what an author tells about a topic in informational text
- use context to identify the meaning of multiple meaning words
- identify a word used to describe a person, place, thing, action or event

**AND with Moderate text complexity**<br> İşaretli, karmaşık fikir ve ilişkilerle; basit ve karmaşık ifadeler.

**AND in writing, he/she is able to:**
- identify information which is unrelated to a given topic

**AND with High text complexity**<br> İşaretli, karmaşık fikir ve ilişkilerle; bir çeşit ifade tipleri dahil; vurgulama kelime ve geçiş kelimeleri.

**AND in writing, he/she is able to:**
- identify relevant information to address a given topic and support the purpose of a text

**In reading, he/she is able to:**
- use details to support a summary of literary text
- identify a conclusion from an informational text
- identify key details that support the development of a central idea of an informational text
- use details presented in two informational texts to answer a question
- explain why an author uses specific word choices within texts

**AND with High text complexity**<br> İşaretli, karmaşık fikir ve ilişkilerle; bir çeşit ifade tipleri dahil; vurgulama kelime ve geçiş kelimeleri.

**AND in writing, he/she is able to:**
- identify elements of an argument to include introduction, claim, evidence, and conclusion
- identify how to group information for a specific text structure

**In reading, he/she is able to:**
- use details to support a summary of literary text
- use details to support a conclusion presented in informational text
- identify key details that support the development of a central idea of an informational text
- use details presented in two informational texts to answer a question
- explain why an author uses specific word choices within texts

**AND in writing, he/she is able to:**
- identify relevant information to address a given topic and support the purpose of a text
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Low task complexity -</strong></td>
<td><strong>Low task complexity -</strong> <strong>Simple problems using common mathematical terms and symbols</strong></td>
<td><strong>Moderate task complexity -</strong> <strong>Common problems presented in mathematical context using various mathematical terms and symbols</strong></td>
<td><strong>High task complexity -</strong> <strong>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</strong></td>
</tr>
<tr>
<td><strong>He/she is able to:</strong></td>
<td><strong>He/she is able to:</strong> <strong>solve addition and subtraction word problems</strong></td>
<td><strong>He/she is able to:</strong> <strong>solve addition and subtraction word problems</strong> <strong>check the correctness of an answer in the context of a scenario</strong> <strong>solve multiplication equations in which both numbers are equal to or less than five</strong> <strong>identify multiplication patterns</strong> <strong>match fraction models to unitary fractions</strong> <strong>compare fractions with different numerators and the same denominator</strong> <strong>transfer data from an organized list to a bar graph</strong></td>
<td><strong>He/she is able to:</strong> <strong>solve addition and subtraction word problems</strong> <strong>check the correctness of an answer in the context of a scenario</strong> <strong>solve multiplication equations in which both numbers are equal to or less than five</strong> <strong>identify multiplication patterns</strong> <strong>match fraction models to unitary fractions</strong> <strong>compare fractions with different numerators and the same denominator</strong> <strong>transfer data from an organized list to a bar graph</strong></td>
</tr>
<tr>
<td>solve addition problems</td>
<td>identify an arrangement of objects which represents factors in a problem <strong>solve multiplication equations in which both numbers are equal to or less than five</strong> <strong>identify multiplication patterns</strong> <strong>identify a set of objects as nearer to 1 or 10</strong></td>
<td><strong>AND with Moderate task complexity -</strong> <strong>Common problems presented in mathematical context using various mathematical terms and symbols</strong></td>
<td></td>
</tr>
<tr>
<td>identify growing number patterns</td>
<td>identify a representation of the area of a rectangle</td>
<td></td>
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</tr>
<tr>
<td>identify an object showing a specified number of parts shaded</td>
<td><strong>AND with Moderate task complexity -</strong> <strong>Common problems presented in mathematical context using various mathematical terms and symbols</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify which object has the greater number of parts shaded</td>
<td><strong>AND with Moderate task complexity -</strong> <strong>Common problems presented in mathematical context using various mathematical terms and symbols</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identify an object equally divided in two parts</td>
<td></td>
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</tr>
<tr>
<td>identify the number of objects to be represented in a pictograph</td>
<td><strong>AND with Moderate task complexity -</strong> <strong>Common problems presented in mathematical context using various mathematical terms and symbols</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **He/she is able to:**
  - solve addition and subtraction word problems
  - identify an arrangement of objects which represents factors in a problem
  - solve multiplication equations in which both numbers are equal to or less than five
  - identify multiplication patterns
  - identify a set of objects as nearer to 1 or 10
  - identify a representation of the area of a rectangle

- **And with Moderate task complexity -**
  - identify geometric figures which are divided into equal parts

- **And with High task complexity -**
  - round numbers to nearest 10
  - identify geometric figures which are divided into equal parts
  - count unit squares to compute the area of a rectangle
<table>
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</tbody>
</table>

He/she is able to:
- identify an array with the same number of objects in each row
- identify values rounded to nearest tens place
- identify equivalent representations of a fraction (e.g., shaded diagram)
- compare representations of a fraction (e.g., shaded diagram)
- identify a rectangle with the larger or smaller perimeter
- identify a given attribute of a shape
- identify the data drawn in a bar graph that represents the greatest value

AND with **Moderate task complexity -**<br>Common problems presented in mathematical context using various mathematical terms and symbols

He/she is able to:
- 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

AND with **High task complexity -**<br>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements

He/she is able to:
- solve 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
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
</table>
| **Low task complexity -**  
*Simple problems using common mathematical terms and symbols* | **Low task complexity -**  
*Simple problems using common mathematical terms and symbols* | **Moderate task complexity -**  
*Common problems presented in mathematical context using various mathematical terms and symbols* | **High task complexity -**  
*Multiple mathematical ideas presented in problems using various mathematical terms and symbols and symbolic representations of numbers, variables, and other item elements* |
| **He/she is able to:** | **He/she is able to:** | **He/she is able to:** | **He/she is able to:** |
| - solve one-step subtraction word problems | - identify if the total will increase or decrease when combining sets | - solve multiplication and division word problems | - solve multiplication and division word problems |
| - divide sets (no greater than 6) into two equal parts | - perform operations with decimals | - perform operations with decimals | - perform operations with decimals |
| - identify values in the tenths place | - identify a symbolic representation of the addition of two fractions | - solve word problems involving fractions | - solve word problems involving fractions |
| - identify a number in the ones, tens or hundreds place | - identify place values to the hundredths place | - identify place values to the hundredths place | - identify place values to the hundredths place |
| - identify a given axis of a coordinate plan | - convert standard measurements | - locate a given point on a coordinate plane when given an ordered pair | - locate a given point on a coordinate plane when given an ordered pair |
| - match the conversion of 3 feet to 1 yard to a model | - AND with Moderate task complexity -  
*Common problems presented in mathematical context using various mathematical terms and symbols* | - convert standard measurements | - convert standard measurements |
| - calculate elapsed time (i.e., hours) | - AND with High task complexity -  
*Multiple mathematical ideas presented in problems using various mathematical terms and symbols and symbolic representations of numbers, variables, and other item elements* | - convert between minutes and hours | - convert between minutes and hours |
<p>| - identify whether the values increase or decrease in a line graph | - compare the values of two products based upon multipliers | - make quantitative comparisons between data sets shown as line graphs | - make quantitative comparisons between data sets shown as line graphs |
| - round decimals to nearest whole number | - round decimals to nearest whole number |                |                |</p>
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</tr>
<tr>
<td>• identify a model of a given percent</td>
<td>• match a given ratio to a model</td>
<td>• perform operations using up to three-digit numbers</td>
<td>• solve real world measurement problems involving unit rates</td>
</tr>
<tr>
<td>• match a given unit rate to a model</td>
<td>• recognize a representation of the sum of two halves</td>
<td>• identify positive and negative values on a number line</td>
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</tr>
<tr>
<td>• identify a representation of two equal sets</td>
<td>• solve real world measurement problems involving unit rates</td>
<td>• determine the meaning of a value from a set of positive and negative integers</td>
<td>• solve word problems with expressions including variables</td>
</tr>
<tr>
<td>• identify a number less than zero on a number line</td>
<td>• identify a representation of a value less than zero</td>
<td>• solve word problems with expressions including variables</td>
<td>• compute the area of a parallelogram</td>
</tr>
<tr>
<td>• identify the meaning of an unknown in a modeled equation</td>
<td>• identify the median or the equation needed to determine the mean of a set of data</td>
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<tr>
<td>• count the number of grids or tiles inside a rectangle to find the area of a rectangle</td>
<td>• identify the object that appears most frequently in a set of data (mode)</td>
<td>• count the number of grids or tiles inside a rectangle to find the area of a rectangle</td>
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</tr>
<tr>
<td>• identify a representation of a set of data arranged into even groups (mean)</td>
<td><strong>AND with Moderate task complexity</strong> - Common problems presented in mathematical context using various mathematical terms and symbols</td>
<td><strong>AND with High task complexity</strong> - Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td>
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<td>• perform one-step operations with two decimal numbers</td>
<td>• solve word problems using a percent</td>
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Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements |

**He/she is able to:**
- identify a representation which represents a negative number and its multiplication or division by a positive number
- identify representations of area and circumference of a circle
- identify representations of surface area
- make qualitative comparisons when interpreting a data set presented on a bar graph or in a table

**He/she is able to:**
- match a given ratio to a model
- identify the meaning of an unknown in a modeled equation
- describe a directly proportional relationship (i.e., increases or decreases)
- find the surface area of three-dimensional right prism

**He/she is able to:**
- solve division problems with positive/negative whole numbers
- solve word problems involving ratios
- use a proportional relationship to solve a percentage problem
- identify proportional relationships between quantities represented in a table
- identify unit rate (constant of proportionality) in tables and graphs of proportional relationships
- compute the area of a circle
- find the surface area of a three-dimensional right prism

**AND with Moderate task complexity** -  
Common problems presented in mathematical context using various mathematical terms and symbols

**AND with High task complexity** -  
Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements

- solve multiplication problems with positive/negative whole numbers
- interpret graphs to qualitatively contrast data sets

- solve multiplication problems with positive/negative whole numbers
- evaluate variable expressions that represent word problems
- interpret graphs to qualitatively contrast data sets

- 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
## Grade 8 Mathematics Performance Level Descriptors

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| He/she is able to:  
- locate a given decimal number on a number line  
- identify the relatively larger data set when given two data sets presented in a graph  
- identify congruent rectangles  
- identify similar rectangles  
- identify an attribute of a cylinder  
- identify a rectangle with the larger or smaller area as compared to another rectangle  
- identify an ordered pair and its point on a graph  
  **AND with Moderate task complexity** - *Common problems presented in mathematical context using various mathematical terms and symbols*  
  - identify congruent figures  
  - use properties of similarity to identify similar figures  
  - interpret data tables to identify the relationship between variables | He/she is able to:  
- identify the solution to an equation which contains a variable  
- identify the y-intercept of a linear graph  
- match a given relationship between two variables to a model  
- identify a data display that represents a given situation  
- interpret data presented in graphs to identify associations between variables  
  **AND with High task complexity** - *Multiple mathematical ideas presented in problems using various mathematical terms and symbols representing numbers, variables, and other item elements*  
  - 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 | He/she is able to:  
- locate approximate placement of an irrational number on a number line  
- solve a linear equation which contains a variable  
- identify the relationship shown on a linear graph  
- calculate slope of a positive linear graph  
- compute the change in area of a figure when its dimensions are changed  
- solve for the volume of a cylinder  
- plot provided data on a graph | He/she is able to:  
- locate approximate placement of an irrational number on a number line  
- solve a linear equation which contains a variable  
- identify the relationship shown on a linear graph  
- compute the change in area of a figure when its dimensions are changed  
- plot provided data on a graph |
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**He/she is able to:**
- arrange a given number of objects into two sets in multiple combinations
- match an equation with a variable to a provided real world situation
- determine whether a given point is or is not part of a data set shown on a graph
- identify an extension of a linear graph
- use a table to match a unit conversion
- complete the formula for area of a figure

**He/she is able to:**
- identify the model that represents a square number
- identify variable expressions which represent word problems
- identify the hypotenuse of a right triangle
- identify the greatest or least value in a set of data shown on a number line
- identify the missing label on a histogram
- calculate the mean and median of a set of data

**He/she is able to:**
- compute the value of an expression that includes an exponent
- identify variable expressions which represent word problems
- solve real world measurement problems that require unit conversions
- find the missing attribute of a three-dimensional figure
- determine two similar right triangles when a scale factor is given
- make predictions from data tables and graphs to solve problems
- plot data on a histogram
- calculate the mean and median of a set of data

**He/she is able to:**
- identify variable expressions which represent word problems
- solve real world measurement problems that require unit conversions
- determine two similar right triangles when a scale factor is given
- make predictions from data tables and graphs to solve problems
- plot data on a histogram
- calculate the mean and median of a set of data

**AND with Moderate task complexity -**<br>Common problems presented in mathematical context using various mathematical terms and symbols

**AND with High task complexity -**<br>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements

- identify the linear representation of a provided real world situation
- use an equation or a linear graphical representation to solve a word problem

- identify the linear representation of a provided real world situation
- use an equation or a linear graphical representation to solve a word problem
- identify a histogram which represents a provided data set