2022 Guide for Score Report Interpretation

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Multi-State Alternate Assessment (MSAA). 2022 Guide for Score Report Interpretation.

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Introduction to the MSAA

Purpose

The Multi-State Alternate Assessment (MSAA) is a comprehensive assessment system, designed to promote increasing higher academic outcomes for students with the most significant cognitive disabilities, in preparation for a broader array of post-secondary outcomes. The MSAA is designed to assess students with the most significant cognitive disabilities and measures academic content that is aligned to and derived from each participating state's content standards. This assessment contains many built-in supports that allow students to use materials they are most familiar with, and communicate what they know and can do as independently as possible. The MSAA is administered in the areas of English Language Arts (ELA) and Mathematics in grades 3–8 and 11. Arizona, the Bureau of Indian Education (BIE), Maine, and the United States Virgin Islands (USVI) also administered Science in grades 5, 8, and 11.

The ELA and mathematics assessments were developed with Cognia through the research and development done by the National Center and State Collaborative (NCSC), and is now carried forward by the MSAA Partners, including American Samoa, Arizona, BIE, Commonwealth of the Northern Mariana Islands (CNMI), Department of Defense Education Activity (DoDEA), District of Columbia, Guam, Maine, Montana, South Dakota, Tennessee, and USVI.

This guide provides information regarding the administration and results of the spring 2022 MSAA to district and school personnel.

Student Participation

The criteria for student participation in the MSAA reflect the pervasive nature of a significant cognitive disability. All content areas should be considered by the Individualized Education Program (IEP) team when determining who should participate in this assessment. The table below shows the participation criteria and the descriptors used to determine eligibility for participation for each student. Students must meet the following eligibility criteria:

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates 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 grade-level content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level content standards 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.

Assessments for students with the most 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: wiki.ncscpartners.org/index.php/Communication_Tool_Kit.

Overview of the MSAA Format

The MSAA assesses ELA (reading and writing) and mathematics at grades 3–8 and 11 and is aligned to the state's content standards and the MSAA Core Content Connectors. The MSAA is a computer-based, on-demand, stage-adaptive assessment consisting mostly of selected response and some constructed-response items written at three levels of complexity. These complexity levels represent different levels of skill acquisition by students.

Students with the most significant cognitive disabilities often need materials and instructional strategies that are substantially adapted, scaffolded, and have built-in supports to meet their individual needs.

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

The assessment is a computer-based test and is administered one-on-one. Based on the needs of the student, the assessment may also be delivered in a paper-pencil format. The needs of the student may also be addressed through other supports and accommodations, such as reading the test aloud, having a scribe, using manipulatives, using object replacement, translating the test into American Sign Language, among others. Test administrators (TAs) have substantial leeway in developing a testing schedule, with the ability to start and stop a test depending on the engagement of the student.

Each content area consists of 45–55 items across two test sessions. These are primarily selected-response items with some constructed-response items. The writing portion of the ELA test contains a scaffolded writing prompt at each grade level.

Arizona, BIE, Maine, and USVI also administered Science in grades 5, 8, and 11. The Science test is aligned to the state's content standards and the Extended Performance Expectations. The science assessment is also computer-based and consists of selected-response items.

Scoring

Scoring of most items is accomplished within the online test platform. The selected-response items are scored as correct or incorrect by the test platform based on the answer keys programmed into the system. Constructed-response items are scored by the TA and then marked correct or incorrect in the test platform. Items without responses receive a score of zero. Student responses to writing prompts are hand scored by trained scorers utilizing the rubrics in Appendix A.

MSAA Score Reports

Overview

This guide describes the types of score reports provided for the 2021–22 MSAA administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s).

Information included on the score reports:

- ***Performance Levels*** describe how the student performed in relation to the knowledge and skills of that content area and grade level. Each performance level has two components: the scale scores that make up each level and the performance level descriptors (PLD). The PLDs are broad and general statements regarding skills and abilities of students who have attained each level. Performance levels for the MSAA were established by committees of educators after the first NCSC administration of the assessment in 2015 and were updated in 2018. PLDs for each grade level of ELA and mathematics can be found in Appendix B of this document. The scale score ranges that make up each performance level for ELA and mathematics can be found in Appendix C.
- ***Scale scores*** report the performance level the student achieved. Scale scores are more precise than performance levels and may be used to make comparisons between groups of students, schools, and districts. In Appendix C, Table 1 shows the scale score ranges for each performance level and grade level for ELA and mathematics.
- ***Descriptive and informative reports***. In addition to including student demographic information, performance level, and scale scores, the Individual Student Report (ISR) contains supportive information about student performance and MSAA measures.
    - ***Reading and Writing Scores***—the percent of items answered correctly for reading and writing separately. The writing items consisted of selected response and constructed response (or multiple choice and the writing prompt).
    - ***What skills can be worked on next?***—skills related to the standards in the following grade.
    - ***What now?***—conversation starters for parents when talking with teachers about instruction for their child.

Interpreting and Using the MSAA Scores

The MSAA tests student performance in ELA and mathematics based on the state's content standards at the student's enrolled grade level. The student's performance level is based on alternate academic achievement standards. Results for the MSAA are reported by a scale score and performance level for each content area.

MSAA scores should be used in conjunction with the IEP progress reports, student work, diagnostic assessments, district-required assessments, and report cards in order to place the student's performance on academic content and skills in context and to provide a complete picture of the student's progress across a wide range of categories.

It is helpful to read the PLDs to understand the expectations for the performance level and grade level for each student. This information can provide a concrete link from the test to instructional planning.

Talking to Parents and Guardians

MSAA parent overviews are available for parents to introduce and describe the assessment. Contact your MSAA State Representative to locate these materials.

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

- MSAA assessment results should be used along with local assessment results and other information to determine what changes in curriculum and instruction may be needed to support their student's learning.
- MSAA scores alone should not be used to make placement or eligibility decisions.

Special Reporting Codes and Messages

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

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

Types of Score Reports

Below are the types of MSAA score reports that will be available on the MSAA Reporting Portal. Only district TCs using their current MSAA username and password may access the MSAA reports here: www.msaaassessment.org under the Reporting tab. Reports are only available during the online reporting window. All MSAA score reports are confidential documents.

- Reports for the District
    - District Summary Report (DSR)
    - District Roster Report (DRR)
    - Student Results File
- Reports for the School
    - School Summary Report (SSR)
    - School Roster Report (SRR)
    - Individual Student Report
    - Student Results File

An Excel file of all student results at the district and school level will be available to district TCs through the MSAA Reporting Portal. For information regarding this file or questions about accessing the reports, contact your MSAA State Representative. Contact information can be found at the beginning of this document.

Testing Participation

All students in grades 3–8 and 11 are required to be assessed in ELA and mathematics. Participation status is assigned independently for ELA and mathematics.

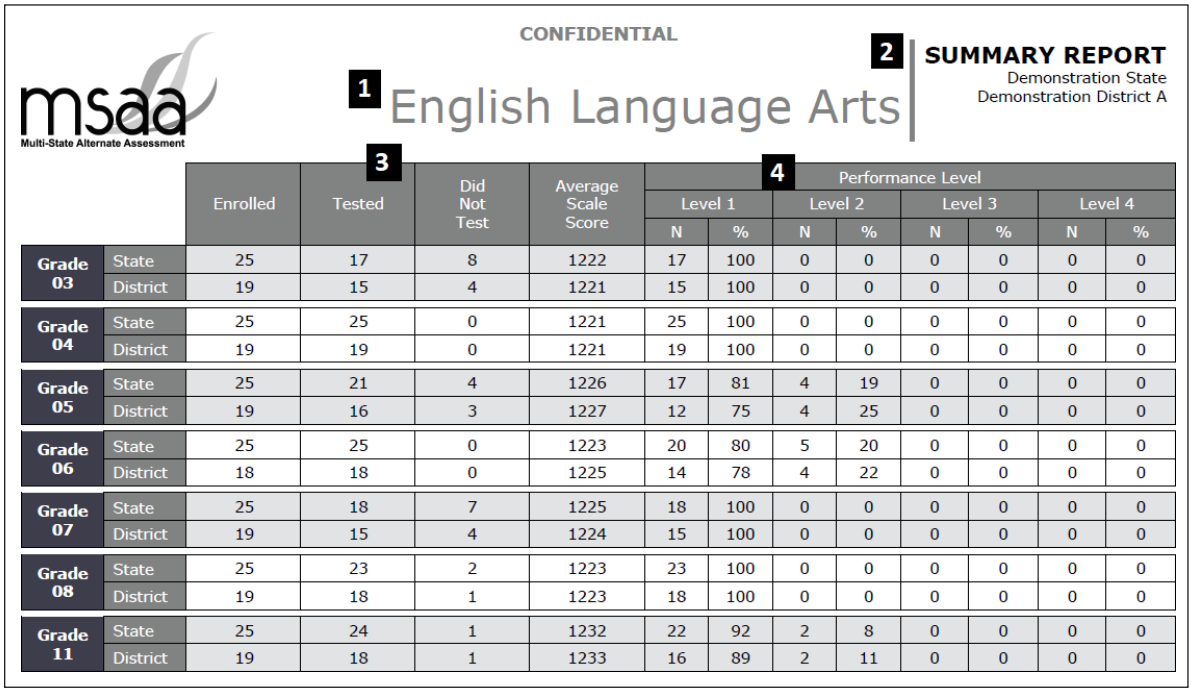
All submitted tests receive a participation status, regardless of the number of item responses.

For additional information regarding the reported test status, contact your MSAA State Representative. Contact information can be found at the beginning of this document.

District Summary Report

The DSR provides district staff with a summary of student participation and performance by district and school. State-level data is taken from the individual participating state. See Figure 1 below.

Figure 1. Sample District Summary Report



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Multi-State Alternate Assessment

1 English Language Arts

2 SUMMARY REPORT
Demonstration State
Demonstration District A

		3 Enrolled	Tested	Did Not Test	Average Scale Score	4 Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	25	17	8	1222	17	100	0	0	0	0	0	0
	District	19	15	4	1221	15	100	0	0	0	0	0	0
Grade 04	State	25	25	0	1221	25	100	0	0	0	0	0	0
	District	19	19	0	1221	19	100	0	0	0	0	0	0
Grade 05	State	25	21	4	1226	17	81	4	19	0	0	0	0
	District	19	16	3	1227	12	75	4	25	0	0	0	0
Grade 06	State	25	25	0	1223	20	80	5	20	0	0	0	0
	District	18	18	0	1225	14	78	4	22	0	0	0	0
Grade 07	State	25	18	7	1225	18	100	0	0	0	0	0	0
	District	19	15	4	1224	15	100	0	0	0	0	0	0
Grade 08	State	25	23	2	1223	23	100	0	0	0	0	0	0
	District	19	18	1	1223	18	100	0	0	0	0	0	0
Grade 11	State	25	24	1	1232	22	92	2	8	0	0	0	0
	District	19	18	1	1233	16	89	2	11	0	0	0	0

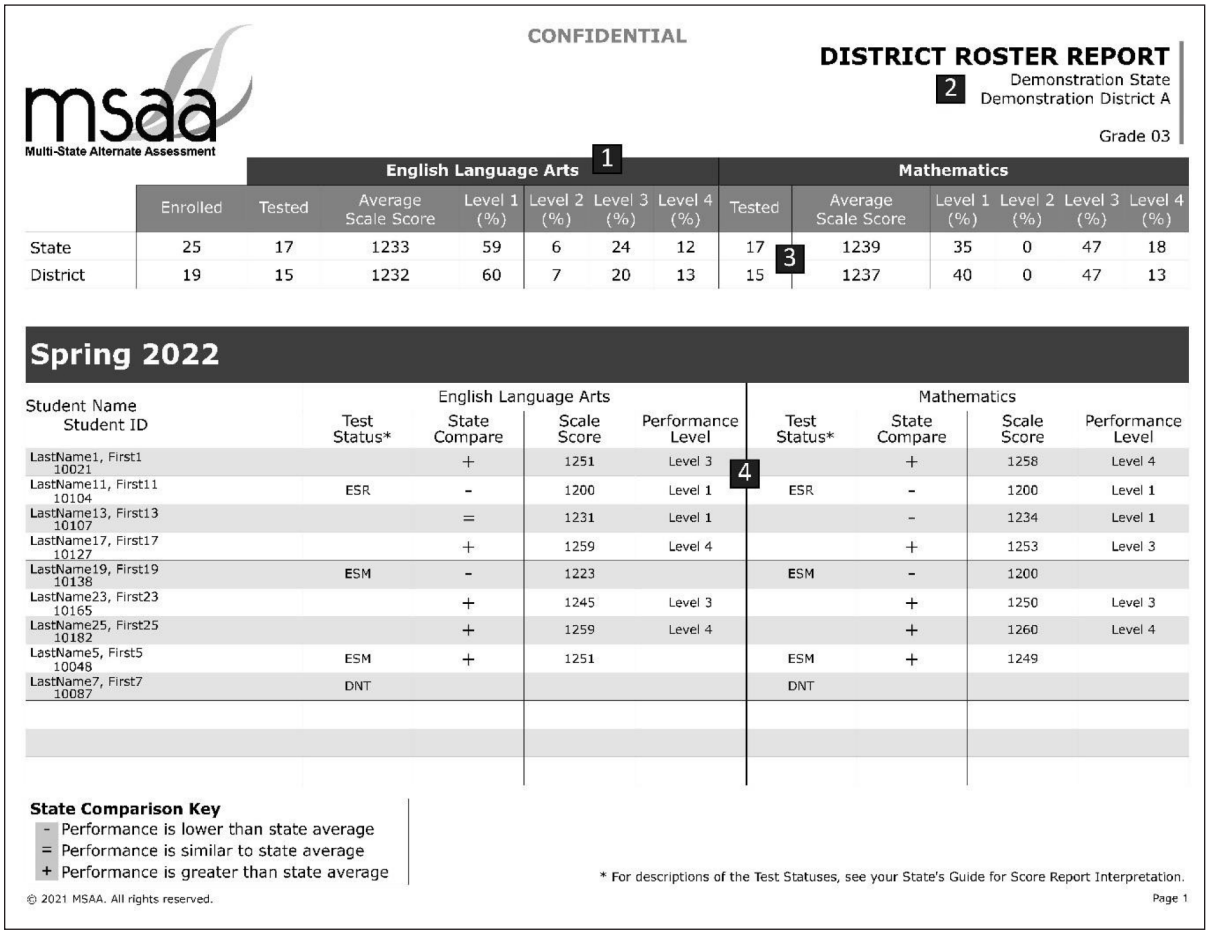
The DSR contains the following features, highlighted above:

1. Content area of the report.
2. State and district included in the report.
3. Number of students by grade that were enrolled, tested, did not test, and average scale score by state and district.
4. The number and percentage of students at each performance level by grade in the state and district.

District Roster Report

The DRR provides district staff with a summary of student scale scores and performance levels by district and state. State-level data is taken from the individual participating state. See Figure 2 below.

Figure 2. Sample District Roster Report



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DISTRICT ROSTER REPORT
2 Demonstration State
Demonstration District A
Grade 03

	English Language Arts 1							Mathematics						
	Enrolled	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
State	25	17	1233	59	6	24	12	17	1239	35	0	47	18
District	19	15	1232	60	7	20	13	15	1237	40	0	47	13

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Student Name / Student ID	English Language Arts				Mathematics			
	Test Status*	State Compare	Scale Score	Performance Level	Test Status*	State Compare	Scale Score	Performance Level
LastName1, First1 10021		+	1251	Level 3		+	1258	Level 4
LastName11, First11 10104	ESR	-	1200	Level 1	ESR	-	1200	Level 1
LastName13, First13 10107		=	1231	Level 1		-	1234	Level 1
LastName17, First17 10127		+	1259	Level 4		+	1253	Level 3
LastName19, First19 10138	ESM	-	1223		ESM	-	1200	
LastName23, First23 10165		+	1245	Level 3		+	1250	Level 3
LastName25, First25 10182		+	1259	Level 4		+	1260	Level 4
LastName5, First5 10048	ESM	+	1251		ESM	+	1249	
LastName7, First7 10087	DNT				DNT			

4

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

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

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Page 1

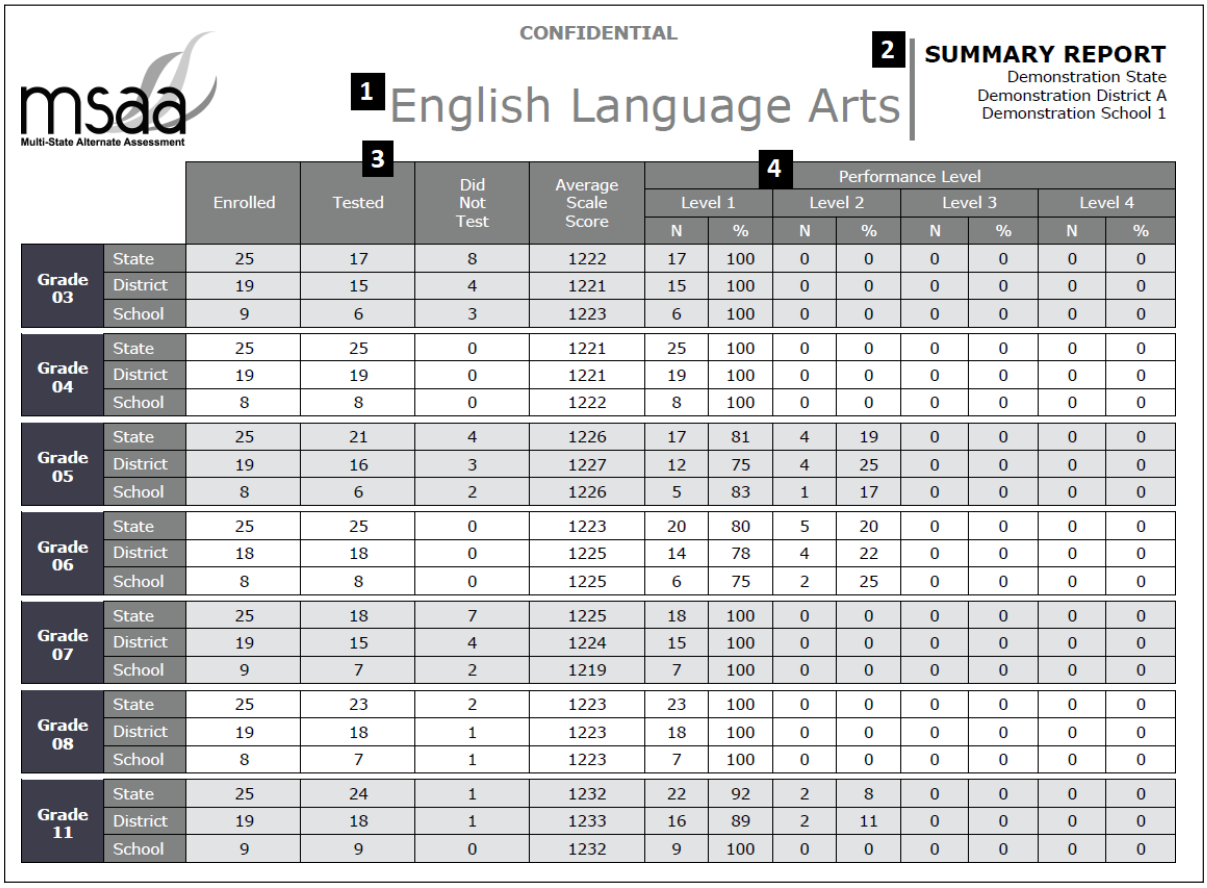
The DRR contains the following features, highlighted above:

1. Content areas of the report.
2. State and district included in the report.
3. Number of students that were enrolled, tested, the average scale score, and the percentage of students at each performance level by state and district.
4. The test status, state comparison, scale score, and performance level by student and content area. Refer to the Special Reporting Codes and Messages for information regarding test status.

School Summary Report

The SSR provides summarized performance information at the state, district, and school level for each grade, including number of students enrolled, tested, did not test, as well as average scale score and performance level. See Figure 3 below.

Figure 3. Sample School Summary Report



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Multi-State Alternate Assessment

1 English Language Arts

2 SUMMARY REPORT
Demonstration State
Demonstration District A
Demonstration School 1

		3 Enrolled	Tested	Did Not Test	Average Scale Score	4 Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
Grade 03	State	25	17	8	1222	17	100	0	0	0	0	0	0
	District	19	15	4	1221	15	100	0	0	0	0	0	0
	School	9	6	3	1223	6	100	0	0	0	0	0	0
Grade 04	State	25	25	0	1221	25	100	0	0	0	0	0	0
	District	19	19	0	1221	19	100	0	0	0	0	0	0
	School	8	8	0	1222	8	100	0	0	0	0	0	0
Grade 05	State	25	21	4	1226	17	81	4	19	0	0	0	0
	District	19	16	3	1227	12	75	4	25	0	0	0	0
	School	8	6	2	1226	5	83	1	17	0	0	0	0
Grade 06	State	25	25	0	1223	20	80	5	20	0	0	0	0
	District	18	18	0	1225	14	78	4	22	0	0	0	0
	School	8	8	0	1225	6	75	2	25	0	0	0	0
Grade 07	State	25	18	7	1225	18	100	0	0	0	0	0	0
	District	19	15	4	1224	15	100	0	0	0	0	0	0
	School	9	7	2	1219	7	100	0	0	0	0	0	0
Grade 08	State	25	23	2	1223	23	100	0	0	0	0	0	0
	District	19	18	1	1223	18	100	0	0	0	0	0	0
	School	8	7	1	1223	7	100	0	0	0	0	0	0
Grade 11	State	25	24	1	1232	22	92	2	8	0	0	0	0
	District	19	18	1	1233	16	89	2	11	0	0	0	0
	School	9	9	0	1232	9	100	0	0	0	0	0	0

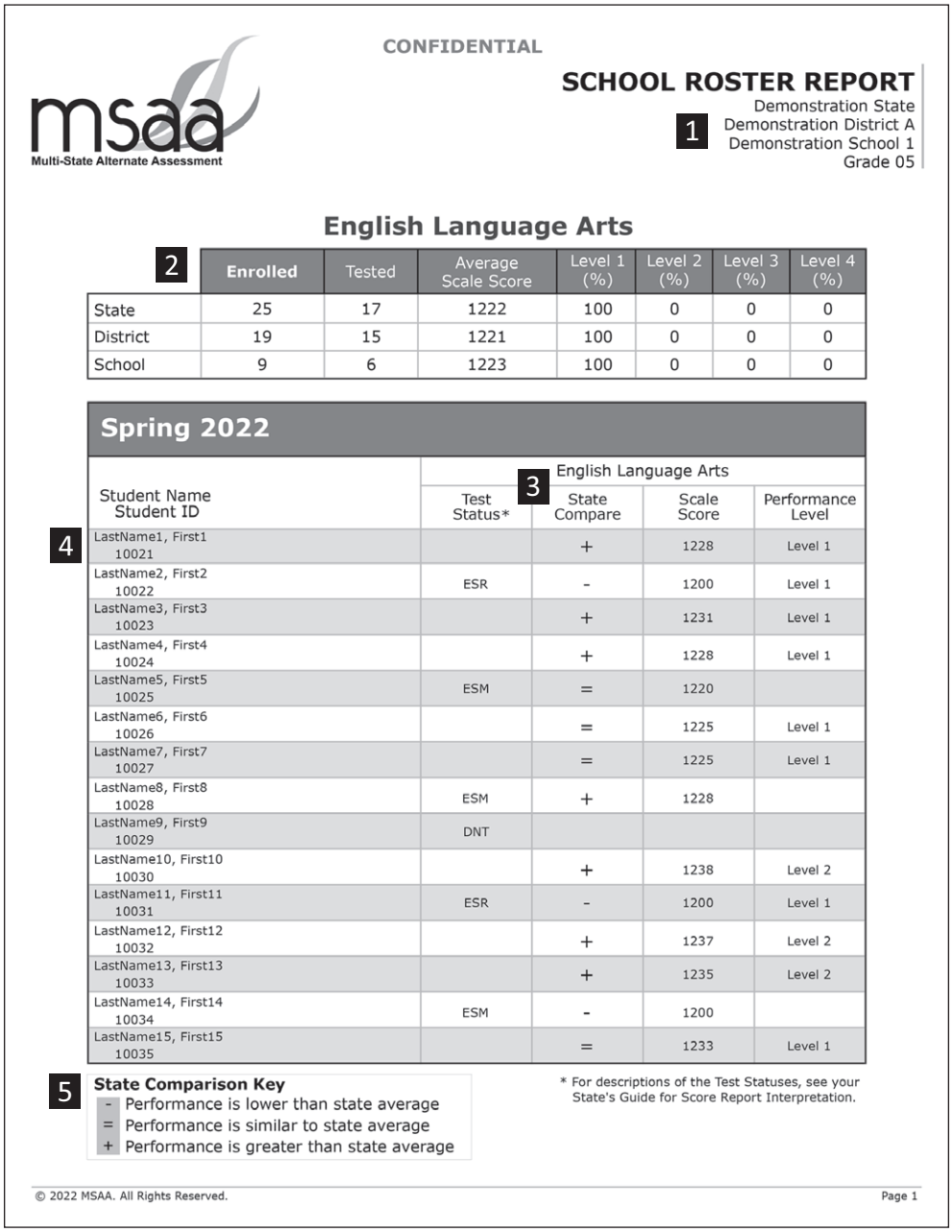
The SSR contains the following features, highlighted above:

1. Content area of the report.
2. State, district, and school included in the report.
3. Number of students by grade that were enrolled, tested, did not test, and average scale score by state, district, and school.
4. The number and percentage of students at each performance level by grade in the state, district, and school.

School Roster Report

The SRR provides student performance information at the school level for each grade, including each student's test status, scale score, and performance level. See Figure 4 below.

Figure 4. Sample School Roster Report



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SCHOOL ROSTER REPORT

1
Demonstration State
Demonstration District A
Demonstration School 1
Grade 05

English Language Arts

2

	Enrolled	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
State	25	17	1222	100	0	0	0
District	19	15	1221	100	0	0	0
School	9	6	1223	100	0	0	0

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Student Name Student ID	English Language Arts			
	Test Status*	State Compare	Scale Score	Performance Level
LastName1, First1 10021		+	1228	Level 1
LastName2, First2 10022	ESR	-	1200	Level 1
LastName3, First3 10023		+	1231	Level 1
LastName4, First4 10024		+	1228	Level 1
LastName5, First5 10025	ESM	=	1220	
LastName6, First6 10026		=	1225	Level 1
LastName7, First7 10027		=	1225	Level 1
LastName8, First8 10028	ESM	+	1228	
LastName9, First9 10029	DNT			
LastName10, First10 10030		+	1238	Level 2
LastName11, First11 10031	ESR	-	1200	Level 1
LastName12, First12 10032		+	1237	Level 2
LastName13, First13 10033		+	1235	Level 2
LastName14, First14 10034	ESM	-	1200	
LastName15, First15 10035		=	1233	Level 1

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

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

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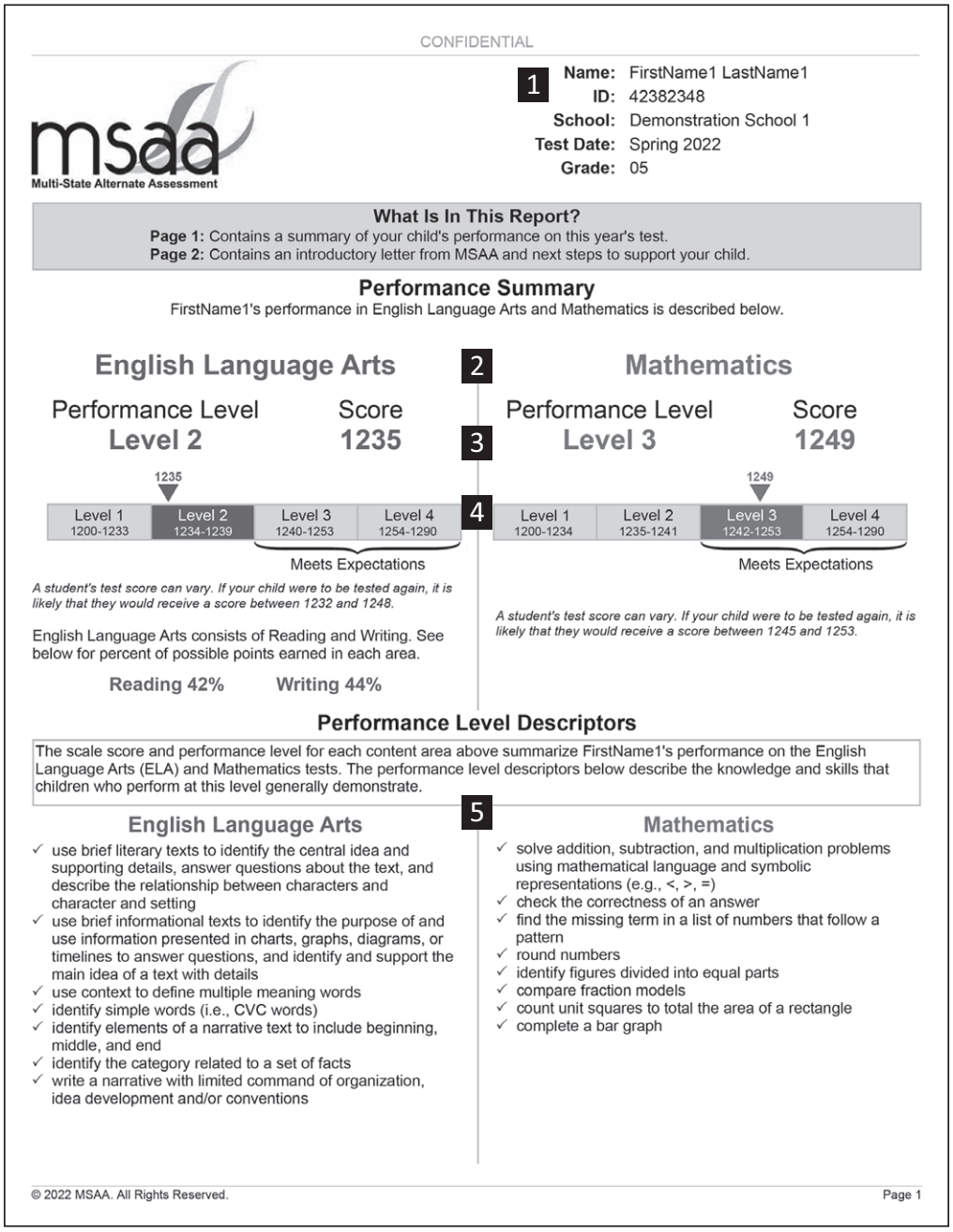
The SRR contains the following features, highlighted above:

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

Individual Student Report

The ISR provides scale score and performance level information for a specific student. Figure 5 shows page 1 of the ISR. Full samples of the ISR are included in Appendix D.

Figure 5. Sample Individual Student Report



The ISR contains the following features, highlighted above:

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

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Appendix A: Writing Scoring Rubrics

Grade 3 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The narrative establishes a situation (activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: • character **and** situation (activity **and** setting) • a conclusion that follows from the narrated experiences **or** events	The narrative includes at a minimum: • character **and** situation (activity **or** setting) • a conclusion that **may not** follow from the narrated experiences **or** events	The narrative includes at a minimum: • **some** evidence related to a character, situation (activity **or** setting), **or** conclusion	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The narrative includes a sequence of events that unfold naturally and develops a story using temporal words.	The narrative includes at a minimum: • a sequence of **two** events related to the situation (activity **or** setting) • **both** events include a detail	The narrative includes at a minimum: • **two** events related to the situation (activity **or** setting) • **one** of the events includes a detail	The narrative includes at a minimum: • **one** event related to the situation (activity **or** setting)	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The narrative includes **more than one sentence and** at a minimum: • end punctuation for **more than one** thought unit • **one** simple sentence that contains a complete thought **with** subject-verb agreement (e.g., “Dog runs” or “dog runs”)	The narrative includes at a minimum: • end punctuation for **one** thought unit • **one** thought unit **with or without** subject-verb agreement	The narrative includes at a minimum: • **one** use of standard English conventions (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 3 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The narrative establishes a situation (activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: • character **and** situation (activity **and** setting) • **two** descriptions related to a character • a conclusion that follows from the narrated experiences **or** events	The narrative includes at a minimum: • character **and** situation (activity **or** setting) • **one** description related to a character • a conclusion that **may not** follow from the narrated experiences **or** events	The narrative includes at a minimum: • **some** evidence related to a character, situation (activity **or** setting), **or** conclusion **OR** • descriptive words related to a character **or** situation (activity **or** setting)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words (e.g., first, then, next).	The narrative includes at a minimum: • **two** sequenced events related to the situation (activity **or** setting) • **both** events include a detail • appropriate use of temporal words that signal order of events	The narrative includes at a minimum: • **two** events related to the situation (activity **or** setting) • **one** of the events includes a detail • **one** temporal word that may **or** may not be used appropriately	The narrative includes at a minimum: • **one** event related to the situation (activity **or** setting)	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The narrative includes **more than one sentence and** at a minimum: • capitalization at the beginning of the **majority** of thought units • end punctuation for **more than one** thought unit • **one** simple sentence that contains a complete thought **with** subject-verb agreement (e.g., “Dog runs” or “dog runs”)	The narrative includes at a minimum **two** of the following: • capitalization at the beginning of **one** thought unit • end punctuation for **one** thought unit • **one** simple sentence **with or without** subject-verb agreement	The narrative includes at a minimum: • **one** use of standard English conventions (capitalization at the beginning of **one** thought unit, end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 4 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The narrative establishes a situation (activity **or** setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: • character **and** situation (activity **or** setting) • a conclusion that follows from the narrated experiences **or** events	The narrative includes at a minimum: • character **and** situation (activity **or** setting) • a conclusion that **may not** follow from the narrated experiences **or** events	The narrative includes at a minimum: • **some** evidence related to a character, situation (activity **or** setting), **or** conclusion	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The narrative includes a description of events using concrete words or sensory details (e.g., how things look, sound, taste, smell, or feel) related to the events.	The narrative includes at a minimum: • **two** events related to the situation (activity **or** setting) • **both** of the events include a detail related to character's action **or** response to a situation (activity **or** setting)	The narrative includes at a minimum: • **two** events related to the situation (activity **or** setting) • **one** of the events includes a detail related to a character's action **or** response to a situation (activity **or** setting)	The narrative includes at a minimum: • **one** event related to the situation (activity **or** setting)	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes **more than one sentence and** at a minimum: • end punctuation for **more than one** thought unit • **one** complex thought unit that expresses a complete idea **with** subject-verb agreement (e.g., "The dog runs" or "the dog runs")	The narrative includes at a minimum: • end punctuation for **one** thought unit • **one** complex thought unit **with or without** subject-verb agreement	The narrative includes at a minimum: • **one** use of standard English conventions (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 4 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The narrative establishes a situation (activity and setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: • character **and** situation (activity **and** setting) • description of character **and** situation (activity **or** setting) • a conclusion that follows from the narrated experiences **or** events	The narrative includes at a minimum: • character **and** situation (activity **or** setting) • description of the character **or** the situation (activity **or** setting) • a conclusion that **may not** follow from the narrated experiences **or** events	The narrative includes at a minimum: • **some** evidence related to a character, situation (activity **or** setting), **or** conclusion **OR** • descriptive words related to a character **or** situation (activity **or** setting)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The narrative includes a description of events using concrete words or sensory details (e.g., how things look, sound, taste, smell, or feel) related to the events.	The narrative includes at a minimum: • **two** events related to the situation (activity **or** setting) • **both** events include a detail related to a character's action **or** response to a situation (activity **or** setting)	The narrative includes at a minimum: • **two** events related to the situation (activity **or** setting) • **one** of the events includes a detail related to a character's action **or** response to a situation (activity **or** setting)	The narrative includes at a minimum: • **one** event related to the situation (activity **or** setting)	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The narrative includes at a minimum: • capitalization at the beginning of the **majority** of thought units • end punctuation for **more than one** thought unit • **one** complex thought unit that expresses a complete idea **with** subject-verb agreement (e.g., "The dog runs" or "the dog runs")	The narrative includes at a minimum: • capitalization at the beginning of **one** thought unit • end punctuation for **one** thought unit • **one** complex thought unit **with or without** subject-verb agreement	The narrative includes at a minimum: • **one** use of standard English conventions (capitalization at the beginning of **one** thought unit, end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 5 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The narrative establishes a situation (activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: • **two** characters **unchanged** through the narrative • establish a situation (activity **and** setting) • a conclusion that follows from the narrated experiences **or** events	The narrative includes at a minimum: • **two** characters • a situation (activity **or** setting) • a conclusion that **may not** follow from the narrated experiences **or** events	The narrative includes at a minimum: • **some** evidence related to a character, situation (activity **or** setting), **or** conclusion	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: • **two** events that connect to the narrative • **both** of the events include a detail related to a character's action **or** response to a situation (activity **or** setting) • **one** dialogue statement from one character to the other character **relevant to the narrative** (e.g., I said "No, I want to play.")	The narrative includes at a minimum: • **two** events related to a character's action **or** response to a situation (activity **or** setting) • **one** of the events includes a detail related to a character's action **or** response to a situation (activity **or** setting) • **one** dialogue statement from one character to the other character that **may not** be relevant to the narrative	The narrative includes at a minimum: • **one** event related to the situation (activity **or** setting)	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes **more than one** sentence and at a minimum: • end punctuation for **more than one** thought unit • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "The dog runs**.**")	The narrative includes at a minimum: • end punctuation for **one** thought unit • **one** complete sentence **with or without** subject-verb agreement	The narrative includes at a minimum: • **one** use of standard English conventions (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 5 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The narrative establishes a situation (activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: • **two** characters unchanged through narrative • identification of the situation (activity **and** setting) • a conclusion that follows from the narrated experiences **or** events	The narrative includes at a minimum: • **two** characters • identification of the setting **or** the activity • a conclusion that **may not** follow from the narrated experiences **or** events	The narrative includes at a minimum: • **some** evidence related to a character **or** conclusion	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: • **two** sequenced events related to the situation (activity **or** setting) • **both** events include a detail related to a character's action **or** response to a situation (activity **or** setting) • **one** relevant conversation between two characters (e.g., I said "No! I don't want to go to bed." Mom said "OK.")	The narrative includes at a minimum: • **two** events related to a character's action **or** response to a situation (activity **or** setting) • **one** event that includes a detail related to a character's action **or** response to a situation (activity **or** setting) • **one** relevant piece of dialogue showing what one character said to the other	The narrative includes at a minimum: • **one** event related to the situation (activity **or** setting)	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The narrative includes **more than one sentence and** at a minimum: • capitalization at the beginning of the **majority** of thought units • end punctuation for the **majority** of thought units • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "**T**he dog runs**.**")	The narrative includes at a minimum: • capitalization at the beginning of **one** thought unit • end punctuation for **one** thought unit • **one** complete sentence **with** subject-verb agreement	The narrative includes at a minimum: • **one** use of standard English conventions (capitalization at the beginning of **one** thought unit, end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 6 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: • an introduction that states the essay is about **two opposing conditions** • a body that includes: o **one** activity for **each** of the two opposing conditions; **and** o **one** activity common to **both** conditions • a conclusion that states **two opposing conditions or** summarizes the content	The essay includes at a minimum: • an introduction that states **one** activity **or** topic • a body that relates **two** conditions with activities • a conclusion that states **one** activity **or** the topic	The essay includes at a minimum: • **some** evidence related to the specified topic (i.e., introduction, compare/contrast relationship, **or** conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The essay develops a topic, and includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: • **three** activities, each with relevant details (the same detail may be used for all activities **if relevant to each**)	The essay includes at a minimum: • **one** activity with a relevant detail	The essay includes at a minimum: • **one** detail that describes an activity	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes **more than one sentence and** at a minimum: • end punctuation for **more than one** thought unit • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "The dog runs.")	The essay includes at a minimum: • end punctuation for **one** thought unit • **one** complete sentence **with or without** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 6 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast). The response provides a conclusion.	The essay includes at a minimum: • an introduction that presents the **two** opposing conditions • a body that includes: o **one** activity **common to both** conditions o **one** activity related to **each** of the two opposing conditions • a conclusion that states the **two** opposing conditions	The essay includes at a minimum: • an introduction that presents the topic • a body that includes: o **one** activity **common to both** conditions o **one** activity related to **one of the two** opposing conditions • a conclusion that states the topic	The essay includes at a minimum: • **some** evidence related to the specified topic (i.e., introduction, compare/contrast relationship, **or** conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The essay develops a topic, and includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: • **one** activity related to **both** conditions **with** a relevant detail • **one** activity related to **each** of the two opposing conditions, **each with** relevant details	The essay includes at a minimum: • **two** activities **each with** a relevant detail	The essay includes at a minimum: • **one** activity **OR** • **one** detail that describes an activity	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes **more than one sentence and** at a minimum: • capitalization at the beginning of the **majority** of thought units • end punctuation for the **majority** of thought units • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "**T**he dog runs**.**")	The essay includes at a minimum: • capitalization at the beginning of **one** thought unit • end punctuation for **one** thought unit • **one** complete sentence **with** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (capitalization at the beginning of **one** thought unit, end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 7 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect).	The essay includes at a minimum: • an introduction that states the topic/cause • a body that relates the effect to the provided cause • a conclusion that states the essay is about a cause **and** its effect	The essay includes at a minimum: • an introduction that states the topic/cause • a body that includes an effect that **may not** relate to the provided cause • a conclusion that states a cause **or** the effect	The essay includes at a minimum: • **some** evidence related to the specified topic (i.e., introduction, cause/effect relationship, **or** conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The essay develops a topic, and includes details to promote meaning and create clarity.	The essay includes at a minimum: • **one** relevant detail to describe the effect	The essay includes at a minimum: • **one** effect with **no** relevant detail	The essay includes at a minimum: • **one** idea related to the topic	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes **more than one sentence** and at a minimum: • end punctuation for **more than one** thought unit • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "The dog runs.")	The essay includes at a minimum: • end punctuation for **one** thought unit • **one** complete sentence **with or without** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 7 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect).	The essay includes at a minimum: • an introduction that presents the cause **and** its effects • a body that includes **two** effects **and** refers them to the cause • a conclusion that states the essay is about a cause **and** its effects	The essay includes at a minimum: • an introduction that presents a topic • a body that includes **one** effect **and** refers it to the cause • a conclusion that states the topic	The essay includes at a minimum: • **some** evidence related to the specified topic (i.e., introduction, on-topic cause/effect relationship, or conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The essay develops a topic, and includes details and transitional words to promote meaning and create clarity.	The essay includes at a minimum: • **two** effects, **each** with a relevant detail • transitional words to connect the cause to **each** of the **two** effects	The essay includes at a minimum: • **one** effect **with** a relevant detail • transitional word to **connect one** cause/effect relationship	The essay includes at a minimum: • **one** detail that describes the cause **or** effect **OR** • **one** transition word	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes **more than one sentence and** at a minimum: • capitalization at the beginning of the **majority** of thought units • end punctuation for the **majority** of thought units • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "**T**he dog runs**.**")	The essay includes at a minimum: • capitalization at the beginning of **one** thought unit • end punctuation for **one** thought unit • **one** complete sentence **with** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (capitalization at the beginning of **one** thought unit, end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 8 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: • an introduction that states **both** parts of the problem • a body that relates **how** the solution can be applied to the problem • a conclusion that states the problem **and** the solution	The essay includes at a minimum: • an introduction that states the problem • **one** solution that **may not** relate to the problem • a conclusion that states the problem **or** the solution	The essay includes at a minimum: • **some** evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, **or** conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The essay develops a topic, and includes details to promote meaning and create clarity.	The essay includes at a minimum: • **one** relevant detail to describe the problem • **one** relevant detail to describe the solution	The essay includes at a minimum: • **one** relevant detail to describe the problem **or** the solution	The essay includes at a minimum: • **one** detail **or** word that describes the problem **or** the solution	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (end punctuation, subject-verb agreement).	The essay includes **more than one sentence and** at a minimum: • end punctuation for **more than one** thought unit • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "The dog runs**.**")	The essay includes at a minimum: • end punctuation for **one** thought unit • **one** complete sentence **with or without** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 8 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: • an introduction that states **both** parts of the problem • a body that includes a solution **and** refers to the problem • a conclusion that states the problem **and** its solution	The essay includes at a minimum: • an introduction that states **one** part of the problem • a body that includes a **related** solution • a conclusion that states the problem **or** the solution	The essay includes at a minimum: • **some** evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, **or** conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The essay develops a topic, and includes details and transitional words to promote meaning and create clarity.	The essay includes at a minimum: • **one** problem **with** a relevant detail • **one** solution **with** a relevant detail • **one** transitional word(s) that connects the problem to the solution	The essay includes at a minimum: • **one** problem **or** solution **with** a relevant detail • **one** transitional word that is in relation to the problem **or** the solution	The essay includes at a minimum: • **one** detail **or** word that describes the problem **or** the solution	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes **more than one sentence and** at a minimum: • capitalization at the beginning of the **majority** of thought units • end punctuation for the **majority** of thought units • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "**T**he dog runs**.**")	The essay includes at a minimum: • capitalization at the beginning of **one** thought unit • end punctuation for **one** thought unit • **one** complete sentence **with** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (capitalization at the beginning of **one** thought unit, end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 11 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: • an introduction that states the claim **and** a rational reason • a conclusion that states the claim **and** the rational reason	The essay includes at a minimum: • an introduction that states the claim **or** a reason • a conclusion that states the claim **or** the reason	The essay includes at a minimum: • **some** evidence related to the specified claim/topic (i.e., introduction, claim/topic, **or** conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons, and evidence	The essay includes at a minimum: • a body with **two** relevant facts **or** examples • words **or** phrases to connect the reason with **one** relevant fact **or** example	The essay includes at a minimum: • a body with **one** relevant fact **or** example • **one** word **or** phrase to connect the reason with **one** fact or example	The essay includes at a minimum: • **one** word related to the reason	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes **more than one sentence** and at a minimum: • end punctuation for **more than one** thought unit • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "The dog runs.")	The essay includes at a minimum: • end punctuation for **one** thought unit • **one** complete sentence **with or without** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Grade 11 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: • an introduction that states the claim **and** is supported by **two** rational reasons • a body that includes **two** reasons related to the claim • a conclusion that states the claim **and** is supported by **two** rational reasons	The essay includes at a minimum: • an introduction that states the claim • a body that includes **one** reason related to the claim • a conclusion that states the claim **with one** rational reason **or** relevant evidence	The essay includes at a minimum: • **some** evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion)	**0** • **no** evidence of organization	**5** • evidence is **off topic**
Idea Development – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons, and evidence.	The essay includes at a minimum: • **one** piece of **relevant** evidence that follows **each of the two** provided reasons • words or phrases that **connect each of the two** reasons **with relevant** evidence	The essay includes at a minimum: • a body with **one** reason **and one** piece of relevant evidence • a word **or** phrase that connects **one** reason **with one** piece of **relevant** evidence	The essay includes at a minimum: • **one** word related to the reason **or** a connecting word or phrase	**0** • **no** evidence of idea development	**5** • evidence is **off topic**
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes **more than one sentence and** at a minimum: • capitalization at the beginning of the **majority** of thought units • end punctuation for the **majority** of thought units • **one** complete sentence that expresses an idea **with** subject-verb agreement (e.g., "**T**he dog runs**.**")	The essay includes at a minimum: • capitalization at the beginning of **one** thought unit • end punctuation for **one** thought unit • **one** complete sentence **with** subject-verb agreement	The essay includes at a minimum: • **one** use of standard English conventions (capitalization at the beginning of **one** thought unit, end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** • **no** evidence of standard English conventions	

Appendix B: Performance Level Descriptors

Performance Level Descriptors for ELA and Mathematics

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

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

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

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Grade 3 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity – *Brief text with straightforward ideas and relationships; short, simple sentences*	**Low text complexity –** *Brief text with straightforward ideas and relationships; short, simple sentences*	**Moderate text complexity –** *Text with clear, complex ideas and relationships and simple, compound sentences*	**High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*
In reading, the student is able to: • identify the topic of a literary text • identify a detail from a literary text • identify a character or setting in a literary text • identify the topic of an informational text • identify a title, caption, or heading in an informational text • identify an illustration related to a given topic • identify a topic presented by an illustration • identify the meaning of words (i.e., nouns)	**In reading, the student is able to:** • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple-meaning words	**In reading, the student is able to:** • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple-meaning words	**In reading, the student is able to:** • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • determine the main idea of visually presented information • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple-meaning words
	AND with Moderate text complexity – *Text with clear, complex ideas and relationships and simple, compound sentences*	**AND with High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*	
	• use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text	• use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text	
	AND with accuracy, the student is able to: • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)	**AND with accuracy, the student is able to:** • identify grade-level words	
AND in writing, the student is able to: • identify a statement related to an everyday topic • use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify elements of a narrative text to include beginning, middle, and end • identify the category related to a set of facts • use the writing process to create a narrative product and demonstrate limited command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify a text feature (e.g., captions, graphs, or diagrams) to present information in explanatory text • use the writing process to create a narrative product and demonstrate partial command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • use the writing process to create a narrative product and demonstrate overall command of organization, idea development, and/or conventions

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 4 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity – *Brief text with straightforward ideas and relationships; short, simple sentences*	**Low text complexity –** *Brief text with straightforward ideas and relationships; short, simple sentences*	**Moderate text complexity –** *Text with clear, complex ideas and relationships and simple, compound sentences*	**High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*
In reading, the student is able to: • identify a topic of a literary text • identify a detail from a literary text • identify a character in a literary text • identify charts, graphs, diagrams, or timelines in an informational text • identify a topic of an informational text • use context to identify the meaning of multiple-meaning words • identify general academic words	**In reading, the student is able to:** • determine the theme of literary text and identify supporting details • describe character traits using text-based details in literary text • determine the main idea of informational text • locate information in charts, graphs, diagrams, or timelines • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words	**In reading, the student is able to:** • determine the theme of literary text and identify supporting details • determine the main idea of informational text • explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words	**In reading, the student is able to:** • determine the theme of literary text and identify supporting details • determine the main idea of informational text • explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use general academic words
	AND with Moderate text complexity – *Text with clear, complex ideas and relationships and simple, compound sentences*	**AND with High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*	
	• use details from a literary text to answer specific questions • use context to identify the meaning of multiple-meaning words	• use details from a literary text to answer specific questions • describe character traits using text-based details in literary text • use context to identify the meaning of multiple-meaning words	
	AND with accuracy, the student is able to: • identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)	**AND with accuracy, the student is able to:** • identify grade-level words	
AND in writing, the student is able to: • identify the concluding sentence in a short explanatory text • use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify elements of a narrative text to include beginning, middle, and end • identify a concluding sentence related to information in explanatory text • use the writing process to create a narrative product and demonstrate limited command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text • use the writing process to create a narrative product and demonstrate partial command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • use the writing process to create a narrative product and demonstrate overall command of organization, idea development, and/or conventions

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 5 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity – *Brief text with straightforward ideas and relationships; short, simple sentences*	**Low text complexity –** *Brief text with straightforward ideas and relationships; short, simple sentences*	**Moderate text complexity –** *Text with clear, complex ideas and relationships and simple, compound sentences*	**High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*
In reading, the student is able to: • identify an event from the beginning of a literary text • identify a detail from a literary text • identify a character, setting, and event in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify the difference in how information is presented in two sentences	**In reading, the student is able to:** • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple-meaning words	**In reading, the student is able to:** • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple-meaning words	**In reading, the student is able to:** • compare characters, settings, and events in literary text • determine the main idea and identify supporting details in informational text • use details from the text to support an author's point in informational text • compare and contrast how information and events are presented in two informational texts • use context to identify the meaning of multiple-meaning words
	AND with Moderate text complexity – *Text with clear, complex ideas and relationships and simple, compound sentences*	**AND with High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*	
	• summarize a literary text from beginning to end • use details from a literary text to answer specific questions	• summarize a literary text from beginning to end • use details from a literary text to answer specific questions	
AND in writing, the student is able to: • identify the category related to a set of common nouns • use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify elements of a narrative text to include beginning, middle, and end • identify a sentence that is organized for a text structure such as comparison/contrast • use the writing process to create a narrative product and demonstrate limited command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • support an explanatory text topic with relevant information • use the writing process to create a narrative product and demonstrate partial command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • use the writing process to create a narrative product and demonstrate overall command of organization, idea development, and/or conventions

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 6 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity – *Brief text with straightforward ideas and relationships; short, simple sentences*	**Low text complexity –** *Brief text with straightforward ideas and relationships; short, simple sentences*	**Moderate text complexity –** *Text with clear, complex ideas and relationships and simple, compound sentences*	**High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*
In reading, the student is able to: • identify an event from the beginning or end of a literary text • identify a detail from a literary text • identify a character in a literary text • identify the topic of an informational text • identify the main idea of an informational text • identify a fact from an informational text • identify a description of an individual or event in an informational text • use context to identify the meaning of multiple-meaning words • identify the meaning of general academic words	**In reading, the student is able to:** • summarize a literary text from beginning to end without including personal opinions • support inferences about characters using details in literary text • use details from the text to elaborate a key idea in informational text	**In reading, the student is able to:** • summarize a literary text from beginning to end without including personal opinions • support inferences about characters using details in literary text • summarize an informational text without including personal opinions • use details from the text to elaborate a key idea in informational text • use evidence from the text to support an author's claim in informational text • summarize information presented in two informational texts • use domain-specific words accurately	**In reading, the student is able to:** • summarize a literary text from beginning to end without including personal opinions • use details from a literary text to answer specific questions • support inferences about characters using details in literary text • use details from the text to elaborate a key idea in an informational text • use evidence from the text to support an author's claim in informational text • use domain-specific words accurately
	AND with Moderate text complexity – *Text with clear, complex ideas and relationships and simple, compound sentences*	**AND with High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*	
	• use details from a literary text to answer specific questions • use context to identify the meaning of multiple-meaning words	• use details from a literary text to answer specific questions • use context to identify the meaning of multiple-meaning words	
AND in writing, the student is able to: • identify an everyday order of events • use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify elements of an explanatory text to include introduction, body, and conclusion • identify the next event in a brief narrative • use the writing process to create an explanatory product and demonstrate limited command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify transition words and phrases to convey a sequence of events in narrative text • use the writing process to create an explanatory product and demonstrate partial command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • use the writing process to create an explanatory product and demonstrate overall command of organization, idea development, and/or conventions

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 7 ELA Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2*</th><th>Level 3*</th><th>Level 4*</th></tr>
<tr><td>Low text complexity –
Brief text with straightforward ideas and relationships; short, simple sentences</td><td>Low text complexity –
Brief text with straightforward ideas and relationships; short, simple sentences</td><td>Moderate text complexity –
Text with clear, complex ideas and relationships and simple, compound sentences</td><td>High text complexity –
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words</td></tr>
<tr><td rowspan="3">In reading, the student is able to:
identify a theme from a literary text
identify an inference from a literary text
identify a conclusion from an informational text
identify a claim the author makes in an informational text
compare and contrast two statements related to the same topic
use context to identify the meaning of words</td><td>In reading, the student is able to:
identify the relationship between individuals or events in an informational text
use evidence from the text to support an author’s claim in informational text</td><td>In reading, the student is able to:
use details to support a conclusion from informational text
use details to explain how the interactions between individuals, events, or ideas in informational texts are influenced by each other
use evidence from the text to support an author’s claim in informational text
compare and contrast how two authors write about the same topic in informational texts
use context to identify the meaning of grade-level phrases</td><td rowspan="3">In reading, the student is able to:
use details to support a conclusion from informational text
use details to explain how the interactions between individuals, events, or ideas in informational texts are influenced by each other
use evidence from the text to support an author’s claim in informational text
compare and contrast how two authors write about the same topic in informational texts
use context to identify the meaning of grade-level phrases</td></tr>
<tr><td>AND with Moderate text complexity –
Text with clear, complex ideas and relationships and simple, compound sentences</td><td>AND with High text complexity –
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words</td></tr>
<tr><td>use details to support themes from literary text
use details to support inferences from literary text</td><td>use details to support themes from literary text
use details to support inferences from literary text</td></tr>
<tr><td>AND in writing, the student is able to:
identify a graphic that includes an event as described in a text
use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development, and/or conventions</td><td>AND in writing, the student is able to:
identify elements of an explanatory text to include introduction, body, and conclusion
identify the next event in a brief narrative
use the writing process to create an explanatory product and demonstrate limited command of organization, idea development, and/or conventions</td><td>AND in writing, the student is able to:
identify a sentence that provides a conclusion in narrative text
use the writing process to create an explanatory product and demonstrate partial command of organization, idea development, and/or conventions</td><td>AND in writing, the student is able to:
use the writing process to create an explanatory product and demonstrate overall command of organization, idea development, and/or conventions</td></tr>
</table>

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 8 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity – *Brief text with straightforward ideas and relationships; short, simple sentences*	**Low text complexity –** *Brief text with straightforward ideas and relationships; short, simple sentences*	**Moderate text complexity –** *Text with clear, complex ideas and relationships and simple, compound sentences*	**High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*
In reading, the student 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	**In reading, the student 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 that 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	**In reading, the student is able to:** • use details to support a conclusion from literary text • use details to support an inference from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain-specific words and phrases accurately	**In reading, the student is able to:** • use details to support a conclusion from literary text • use details to support an inference from informational text • identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea • identify an argument the author makes in informational text • examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation • use domain-specific words and phrases accurately
	AND with Moderate text complexity – *Text with clear, complex ideas and relationships and simple, compound sentences*	**AND with High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*	
	• analyze the development of a theme including the relationship between a character and an event in literary text • use context to identify the meaning of grade-level words and phrases	• analyze the development of a theme including the relationship between a character and an event in literary text • use context to identify the meaning of grade-level words and phrases	
AND in writing, the student is able to: • identify a writer's opinion • use the writing process to create an explanatory product and demonstrate minimal (or no) command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify elements of an explanatory text to include introduction, body, and conclusion • identify an idea relevant to a claim • use the writing process to create an explanatory product and demonstrate limited command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify relevant information to support a claim • use the writing process to create an explanatory product and demonstrate partial command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • use the writing process to create an explanatory product and demonstrate overall command of organization, idea development, and/or conventions

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 11 ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity – *Brief text with straightforward ideas and relationships; short, simple sentences*	**Low text complexity –** *Brief text with straightforward ideas and relationships; short, simple sentences*	**Moderate text complexity –** *Text with clear, complex ideas and relationships and simple, compound sentences*	**High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*
In reading, the student 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	**In reading, the student 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	**In reading, the student 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	**In reading, the student 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 with Moderate text complexity – *Text with clear, complex ideas and relationships and simple, compound sentences*	**AND with High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*	
	• evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases	• evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases	
AND in writing, the student is able to: • identify information that is unrelated to a given topic • use the writing process to create an argumentative product and demonstrate minimal (or no) command of organization, idea development, and/or conventions	**AND in writing, the student 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 • use the writing process to create an argumentative product and demonstrate limited command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify relevant information to address a given topic and support the purpose of a text • use the writing process to create an argumentative product and demonstrate partial command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • use the writing process to create an argumentative product and demonstrate overall command of organization, idea development, and/or conventions

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 3 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student is able to: • solve addition problems • identify growing number patterns • identify an object showing a specified number of parts shaded • identify which object has the greater number of parts shaded • identify an object equally divided into two parts • identify the number of objects to be represented in a pictograph	**The student is able to:** • solve addition and subtraction word problems • identify an arrangement of objects that represents factors in a problem • solve multiplication equations in which both numbers are equal to or less than 5 • identify multiplication patterns • identify a set of objects as nearer to 1 or 10 • identify a representation of the area of a rectangle	**The student is able to:** • solve addition and subtraction word problems • check the correctness of an answer in the context of a scenario • solve multiplication equations in which both numbers are equal to or less than 5 • identify multiplication patterns • match fraction models to unitary fractions • compare fractions with different numerators and the same denominator • transfer data from an organized list to a bar graph	**The student is able to:** • solve addition and subtraction word problems • check the correctness of an answer in the context of a scenario • solve multiplication equations in which both numbers are equal to or less than 5 • identify multiplication patterns • match fraction models to unitary fractions • compare fractions with different numerators and the same denominator • transfer data from an organized list to a bar graph
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• identify geometric figures that are divided into equal parts	• round numbers to the nearest 10 • identify geometric figures that are divided into equal parts • count unit squares to compute the area of a rectangle	

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 4 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student is able to: • identify an array with the same number of objects in each row • identify values rounded to the 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	**The student 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 the nearest 10, 100, or 1000 • differentiate parts and wholes • compute the perimeter of a rectangle	**The student is able to:** • solve multiplication word problems • show division of objects into equal groups • round numbers to the nearest 10, 100, or 1000 • compare two fractions with different denominators • sort a set of two-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph	**The student is able to:** • solve multiplication word problems • show division of objects into equal groups • round numbers to the nearest 10, 100, or 1000 • compare two fractions with different denominators • sort a set of two-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• identify equivalent fractions • select a two-dimensional shape with a given attribute	• solve a multiplicative comparison word problem using up to two-digit numbers • check the correctness of an answer in the context of a scenario • identify equivalent fractions	

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 5 Mathematics Performance Level Descriptors

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

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 6 Mathematics Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2*</th><th>Level 3*</th><th>Level 4*</th></tr>
<tr><td>Low task complexity –
Simple problems using common mathematical terms and symbols</td><td>Low task complexity –
Simple problems using common mathematical terms and symbols</td><td>Moderate task complexity –
Common problems presented in mathematical context using various mathematical terms and symbols</td><td>High task complexity –
Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</td></tr>
<tr><td rowspan="4">The student is able to:
identify a model of a given percent
match a given unit rate to a model
identify a representation of two equal sets
identify a number less than 0 on a number line
identify the meaning of an unknown in a modeled equation
count the number of grids or tiles inside a rectangle to find the area of a rectangle
identify the object that appears most frequently in a set of data (mode)
identify a representation of a set of data arranged into even groups (mean)</td><td>The student is able to:
match a given ratio to a model
recognize a representation of the sum of two halves
solve real-world measurement problems involving unit rates
identify a representation of a value less than 0
identify the median or the equation needed to determine the mean of a set of data</td><td>The student is able to:
perform operations using up to three-digit numbers
solve real-world measurement problems involving unit rates
identify positive and negative values on a number line
determine the meaning of a value from a set of positive and negative integers
solve word problems with expressions including variables
compute the area of a parallelogram
identify the median or the equation needed to determine the mean of a set of data</td><td rowspan="4">The student is able to:
solve real-world measurement problems involving unit rates
identify positive and negative values on a number line
solve word problems with expressions including variables
compute the area of a parallelogram
identify the median or the equation needed to determine the mean of a set of data</td></tr>
<tr><td>AND with Moderate task complexity –
Common problems presented in mathematical context using various mathematical terms and symbols</td><td>AND with High task complexity –
Common problems presented in mathematical context using various mathematical terms and symbols</td></tr>
<tr><td>perform one-step operations with two decimal numbers
solve word problems using a percent</td><td>perform one-step operations with two decimal numbers
solve word problems using a percent
solve word problems using ratios and rates</td></tr>
</table>

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 7 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student is able to: • identify a representation that 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	**The student 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 a three-dimensional right prism	**The student 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	**The student is able to:** • solve division problems with positive/ negative whole numbers • solve word problems involving ratios • identify proportional relationships between quantities represented in a table • compute the area of a circle • find the surface area of a three-dimensional right prism
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• solve multiplication problems with positive/ negative whole numbers • interpret graphs to qualitatively contrast data sets	• solve multiplication problems with positive/ negative whole numbers • evaluate variable expressions that represent word problems • interpret graphs to qualitatively contrast data sets	

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 8 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student 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	**The student is able to:** • identify the solution to an equation that 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	**The student is able to:** • locate approximate placement of an irrational number on a number line • solve a linear equation that 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	**The student is able to:** • locate approximate placement of an irrational number on a number line • solve a linear equation that contains a variable • identify the relationship shown on a linear graph • compute the change in area of a figure when its dimensions are changed • plot provided data on a graph
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• identify congruent figures • use properties of similarity to identify similar figures • interpret data tables to identify the relationship between variables	• interpret data presented in graphs to identify associations between variables • interpret data tables to identify the relationship between variables • use properties of similarity to identify similar figures • identify congruent figures	

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Grade 11 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student 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	**The student is able to:** • identify the model that represents a square number • identify variable expressions that 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	**The student is able to:** • compute the value of an expression that includes an exponent • identify variable expressions that 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	**The student is able to:** • identify variable expressions that represent word problems • solve real-world measurement problems that require unit conversions • determine two similar right triangles when a scale factor is given • make predictions from data tables and graphs to solve problems • plot data on a histogram • calculate the mean and median of a set of data
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• identify the linear representation of a provided real-world situation • use an equation or a linear graphical representation to solve a word problem	• identify the linear representation of a provided real-world situation • use an equation or a linear graphical representation to solve a word problem • identify a histogram that represents a provided data set	

*Levels 2, 3, and 4 include demonstration of skills described in previous performance levels.

Appendix C: Scale Score Ranges

Table 1. 2022 Performance-Level Scale Score Ranges by Content Area and Grade

Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English Language Arts							
Level 4	1254-1290	1259-1290	1256-1290	1251-1290	1255-1290	1250-1290	1255-1290
Level 3	1240-1253	1240-1258	1240-1255	1237-1250	1240-1254	1238-1249	1240-1254
Level 2	1234-1239	1234-1239	1232-1239	1231-1236	1236-1239	1230-1237	1236-1239
Level 1	1200-1233	1200-1233	1200-1231	1200-1230	1200-1235	1200-1229	1200-1235
Mathematics							
Level 4	1254-1290	1251-1290	1253-1290	1251-1290	1254-1290	1251-1290	1250-1290
Level 3	1242-1253	1239-1250	1240-1252	1239-1250	1240-1253	1240-1250	1240-1249
Level 2	1235-1241	1232-1238	1232-1239	1233-1238	1234-1239	1234-1239	1235-1239
Level 1	1200-1234	1200-1231	1200-1231	1200-1232	1200-1233	1200-1233	1200-1234

Appendix D: Individual Student Report Samples

CONFIDENTIAL

Multi-State Alternate Assessment

Name: FirstName1 LastName1
ID: 42382348
School: Demonstration School 1
Test Date: Spring 2022
Grade: 05

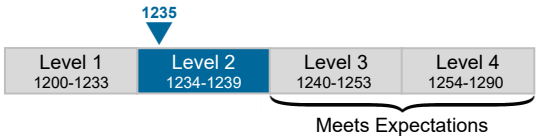
What Is In This Report?
Page 1: Contains a summary of your child's performance on this year's test.
Page 2: Contains an introductory letter from MSAA and next steps to support your child.

Performance Summary

FirstName1's performance in English Language Arts and Mathematics is described below.

English Language Arts

Performance Level: **Level 2**
Score: **1235**



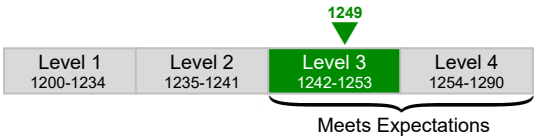
A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1232 and 1248.

English Language Arts consists of Reading and Writing. See below for percent of possible points earned in each area.

Reading 42% **Writing 44%**

Mathematics

Performance Level: **Level 3**
Score: **1249**



A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1245 and 1253.

Performance Level Descriptors

The scale score and performance level for each content area above summarize FirstName1's performance on the English Language Arts (ELA) and Mathematics tests. The performance level descriptors below describe the knowledge and skills that children who perform at this level generally demonstrate.

English Language Arts

- ✓ use brief literary texts to identify the central idea and supporting details, answer questions about the text, and describe the relationship between characters and character and setting
- ✓ use brief informational texts to identify the purpose of and use information presented in charts, graphs, diagrams, or timelines to answer questions, and identify and support the main idea of a text with details
- ✓ use context to define multiple meaning words
- ✓ identify simple words (i.e., CVC words)
- ✓ identify elements of a narrative text to include beginning, middle, and end
- ✓ identify the category related to a set of facts
- ✓ write a narrative with limited command of organization, idea development and/or conventions

Mathematics

- ✓ 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
- ✓ complete a bar graph

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Dear Parents and Guardians,

This report summarizes your child's performance on the online 2022 Multi-State Alternate Assessment (MSAA). This report shows the scaled score and performance levels in English Language Arts (ELA), Mathematics, and Science. Also shown is the percent of possible points earned in Reading and Writing. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

The MSAA is designed to assess students in grades 3-8 and 11 with significant cognitive disabilities and measures academic content that is aligned to and derived from your state's content standards. The test contains many built-in supports that allow students to take the test using materials they are most familiar with and to communicate what they know and can do. These are some of the built-in supports found in the MSAA:

- shortened ELA reading passages
- pictures, charts, tables, and maps to help students understand the reading passages
- models and examples that explain important ideas and concepts
- smaller numbers on the mathematics tests

To support communication independence to the greatest extent possible, the MSAA is designed to work with different communication modes and systems. Please discuss the supports your child used on the MSAA with your child's teacher.

More information and resources for helping your child are available at your state's alternate assessment web page or by talking with your child's teacher. If you require this letter or your child's report in a different format, please contact your state's department of education.

What skills can be worked on next?

English Language Arts

+ Determine the main idea and supporting details of text
+ Use information from charts, graphs, diagrams to answer questions
+ Use general academic words in reading and writing
+ Produce writing that expresses real or imaginary experiences and ideas

Mathematics

+ Use mathematical terms and symbols (<, >, =)
+ Round numbers to the nearest ten, hundred, or thousand
+ Solve single digit multiplication problems including arrays, models, and word problems
+ Compare fractions with different denominators; identify equivalent fractions
+ Identify perimeter of a rectangle
+ Analyze data in bar graphs
+ Sort two-dimensional shapes

What now?

Bring this report to your next conference with FirstName1's teachers.
You can ask FirstName1's teachers:

- What is FirstName1 learning in ELA and Mathematics this year?
- How is FirstName1 doing?
- How can I use this information to work with FirstName1 this year?
- What resources should I use to support FirstName1?

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Multi-State Alternate Assessment

Name: FirstName1 LastName1
ID: 42382348
School: Demonstration School 1
Test Date: Spring 2022
Grade: 05

What Is In This Report?
Page 1: Contains a summary of your child's performance on this year's test.
Page 2: Contains an introductory letter from MSAA and next steps to support your child.

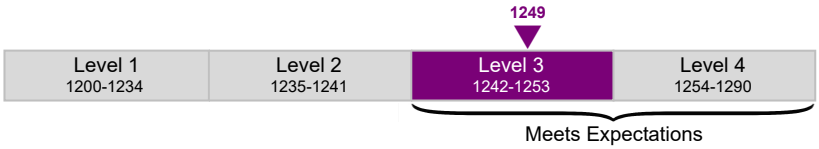
Performance Summary

FirstName1's performance in Science is described below.

Science

Performance Level
Level 3

Score
1249



A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1245 and 1253.

Performance Level Descriptors

The scale score and performance level for the content area above summarizes FirstName1's performance on the Science test. The performance level descriptors below describe the knowledge and skills that children who perform at this level generally demonstrate.

Science

Information will be added as it becomes available.

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Dear Parents and Guardians,

This report summarizes your child's performance on the online 2022 Multi-State Alternate Assessment (MSAA). This report shows the scaled score and performance level in Science. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

The MSAA is designed to assess students in grades 5, 8 and 11 with significant cognitive disabilities and measures academic content that is aligned to and derived from your state's content standards. The test contains many built-in supports that allow students to take the test using materials they are most familiar with and to communicate what they know and can do.

To support communication independence to the greatest extent possible, the MSAA is designed to work with different communication modes and systems. Please discuss the supports your child used on the MSAA with your child's teacher.

More information and resources for helping your child are available at your state's alternate assessment web page or by talking with your child's teacher. If you require this letter or your child's report in a different format, please contact your state's department of education.

What skills can be worked on next?

Science

Information will be added as it becomes available.

What now?

Bring this report to your next conference with FirstName1's teachers.
You can ask FirstName1's teachers:

- What is FirstName1 learning in Science this year?
- How is FirstName1 doing?
- How can I use this information to work with FirstName1 this year?
- What resources should I use to support FirstName1?

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