



Educator Guide to Assessment Reports
AK STAR English Language Arts and Mathematics



2022



THE STATE
of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Education
& Early Development

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Dear Educator,

As part of Alaska's balanced assessment system, assessment happens every day in classrooms across our state. We administer many different assessments to evaluate whether students can demonstrate the knowledge and skills being taught, which helps school leaders and educators identify support and resources for teaching and learning. Assessment is a key part of student learning, and everything we do should work toward this goal.

In spring 2022, the state's summative assessments, the Alaska System of Academic Readiness (AK STAR) and Alaska Science Assessment, were both administered operationally for the first time. With the inception of AK STAR, assessing English language arts and mathematics in grades 3-9, and the Alaska Science Assessment, assessing science in grades 5, 8, and 10, it is the first time in many years that the state had two different approaches for the statewide summative assessments. This means that educators and students used two different platforms for test administration and the format for these assessments involved new item types and interactions. Despite these shifts, the Alaska standards in English Language Arts, mathematics, and science continue to serve as the foundation for the statewide summative assessments.

AK STAR is an innovative, balanced assessment system designed to recognize and celebrate students' strengths and identify areas where a student needs support by connecting to the widely used MAP Growth interim assessment. The Alaska Science Assessment is designed to measure student learning in relation to the three-dimensional expectations of science and engineering practices, disciplinary core ideas, and cross-cutting concepts. With these shifts to a new and different assessment design the results from spring 2022 should not be compared to previous assessments.

During the 2021-2022 school year, many students across the state continued to experience varied modes of teaching and learning due to the ongoing COVID-19 pandemic. Amidst the continued challenges for Alaska's schools during the spring 2022 test administration window, schools and districts should be congratulated for reaching an almost 80% participation statewide.

Alaska is fortunate to have many great schools and passionate educators. Thank you for your hard work to provide an excellent education for every student every day.

Sincerely,

A handwritten signature in blue ink that reads "Heidi Teshner".

Heidi Teshner
Acting Commissioner

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Part 1 – Introduction

About AK STAR Assessments

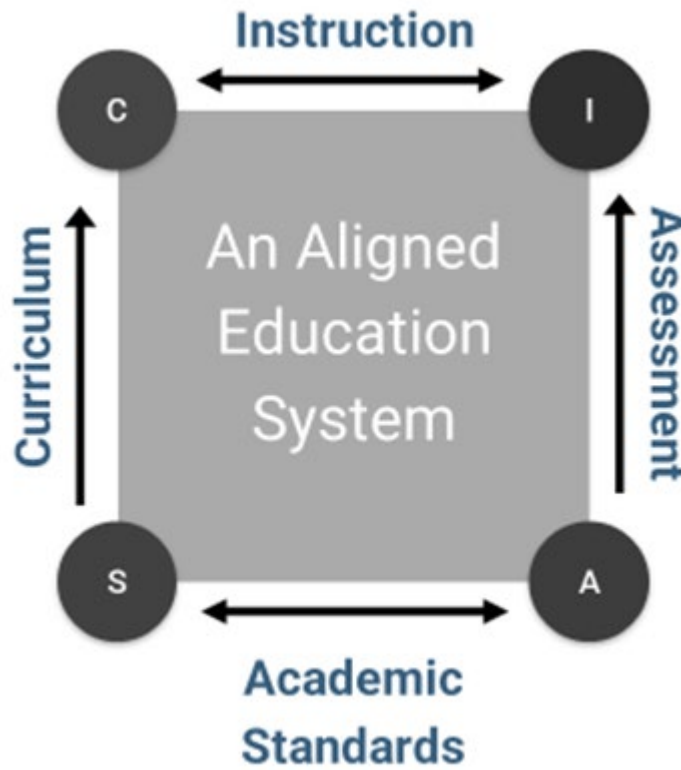
Overview

Alaska has implemented an innovative approach to a balanced assessment system called the Alaska System of Academic Readiness (AK STAR). The system includes the MAP Growth interim assessments administered in the fall and winter as well as the AK STAR English Language Arts and mathematics summative assessments administered each spring.

The AK STAR summative assessments are administered each spring to students in grades 3-9. The AK STAR assessments were developed to provide information on student achievement, areas of strength and need, and progress toward mastery of the skills and concepts outlined in the Alaska English Language Arts and Mathematics Standards. The AK STAR assessments also provide information to parents, educators, policy makers, and communities about how Alaska’s schools and districts are performing. They provide information to help schools improve and to meet the State Board of Education’s Mission, “An excellent education for every student every day.”

For more information about the academic standards measured by these assessments, visit the [Alaska Standards webpage](#) on the Department of Education and Early Development (DEED) website.

The Alaska Academic Standards in English language arts (ELA), mathematics, and science are used to drive curriculum, instruction, and assessment goals and actions. The academic standards provide the foundation for the curriculum, instruction, and assessment activities in schools and classrooms throughout Alaska. For any assessment to reliably and validly measure student performance on the academic content and skills outlined in the academic standards, both curriculum and instruction must also be aligned to those common expectations. Further, classroom instruction must be responsive to the assessment data, with regular opportunities for adjustment to resources and strategies to address the academic standards.



Further guidance on how the data and reports can be interpreted and used can be found on the [AK STAR Results webpage](#).

Dates of Testing & Reporting

The AK STAR assessments were administered from March 28 to April 29, 2022. All reports, including Individual Student Reports, School Summary Reports, and District Summary Reports, are accessible in the AK STAR Administration portal beginning October 24, 2022.

Educator Use of Information

The Alaska System of Academic Readiness (AK STAR) includes interim assessments during the fall and winter and the end-of-year AK STAR summative assessments. The interim assessments are comprised of NWEA's MAP Growth assessment, and they measure student achievement and growth for English language arts and mathematics. This guide focuses on the statewide summative assessments, which are designed to provide a snapshot of student, school, or program progress and achievement at the end of a period of instruction. Statewide summative assessments are administered near the end of the school year. The results are used to provide information about the overall status of a student learning on the state standards in English language arts (ELA) and mathematics. Results of state assessments may be used to measure the overall effectiveness of an educational program at the school, district, or state level.

The AK STAR assessments include a sufficient number of items to provide an overall picture of an individual student's performance on the grade-level standards, and relative information about how

an individual student performed on groups of skills and abilities measured by reporting categories in ELA and mathematics.

While the AK STAR assessments provide one measure of the knowledge possessed by an individual student, other types of assessment also contribute to the whole picture. Many indicators of student learning, such as classroom work, grades, and local assessments, will create a full picture of a student's skills and knowledge and can be used to identify which learning goals educators and parents need to address next. Other types of assessments used in classrooms, schools, and districts include those listed in [Table 1: Assessment Types](#).

Table 1: Assessment Types

| Assessment Type | Description | Frequency |
|---|--|---------------------------------|
| Formative assessment | A planned, ongoing process used by educators and students during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. Formative assessment processes are a blend of both planned and in-the-moment actions and responses. | Daily |
| Progress monitoring | An assessment process by which students are regularly measured (e.g., weekly, or bi-weekly) to determine their progress on specific learning progressions or domains within a subject area. Progress monitoring is used to determine how well students are responding to specific, short-term instructional techniques and programs so that they can be adjusted, if needed. | Weekly or Bi-weekly |
| Curriculum-embedded tests, or program tests | Assessments that are part of the instructional materials being used by teachers or part of the instructional activities routinely taking place. | Weekly or Per Unit |
| Interim assessments | Assessments that are given periodically throughout an academic year in order to provide individual student performance data, which teachers can use to adjust instruction to meet student needs. Interim assessments can also be used to determine the effectiveness of ongoing instructional programs and methods. | Approximately 3+ Times Per Year |

| Assessment Type | Description | Frequency |
|---------------------------|---|--------------------|
| Universal screening tests | Assessments that are usually given two or three times during a school year to accurately identify students who may be at risk of learning difficulties. Universal screening tests focus on targeted, essential skills (such as word recognition) that are predictive of future outcomes. They are designed to be practical and quickly administered on a large scale with all students in a grade level. | 2-3 Times Per Year |
| Diagnostic assessments | Assessments that are evidence-gathering procedures that provide detailed information about which targeted skills and knowledge a student is most struggling to learn. This information is needed by teachers when they decide how to most appropriately design instructional interventions. Due to their time-intensive and specific nature, diagnostic assessments are only used with a small group of students for whom the learning process has broken down and sufficient progress has not been made. Diagnostic assessments may be highly formalized, such as those used in special education applications, or less formal to guide decisions in general education situations. | As Needed |

The types of assessments listed in [Table 1](#) have immediate instructional use for educators and students. Statewide summative assessment results at the grade, school, and district - level provide information about how the educational system is performing for all students. This information may be used to help inform local decision makers about changes needed to instructional programs, additional areas for student support, and professional learning for teachers. The [Reports Available for 2022](#) section in this document provides ideas about how to use information in each type of report.

Part 2 - Test Design

Types of Items

The ELA and mathematics content area assessments contain several different item types and are outlined in [Table 2](#).

Table 2: Item Types

| Item Type | Interaction | Max Points | ELA | Math |
|------------------------------------|---|------------|-----|------|
| Multiple-Choice Single Select | This type of question lists four choices and asks students to select the correct answer. | 1 | ✓ | ✓ |
| Multiple-Choice Multiple-Select | This type of question lists five or more choices and has two or more correct answers. (Students will be told how many choices to select.) Students must select all the correct choices and none of the incorrect ones for their answers to be scored as correct. | 1 | ✓ | ✓ |
| Numeric Entry | This type of question asks students to enter a number or numbers. Students can use the digits 0 through 9 in their answer. In grades 4 and up, students can use a decimal point, and in grades 6 and up, students can also use a negative sign. | 1 | | ✓ |
| Fraction Entry | This type of question asks students to give their answer as a fraction by entering the numerator and denominator. Students can use digits 0 through 9 in their answer, and students in grades 6 and up can also use a negative sign. They cannot enter a decimal point. Unless an exact match is required, equivalent responses are scored as correct. For example, if the answer is $\frac{1}{2}$, then $\frac{4}{8}$ is scored as correct. | 1 | | ✓ |

| Item Type | Interaction | Max Points | ELA | Math |
|-----------|---|--|-----|------|
| Graphing | <p>This type of question asks students to graph one or more points or lines on a grid. To graph each object, students must first select the button for that object. Then they select a place on the grid where they want the object to appear. To graph a line, students place two points on the grid that the line should pass through. Students can move objects after they are placed by first selecting the Chooser button, and then selecting and dragging points.</p> | 1 | | ✓ |
| Table | <p>This type of question asks students to sort information into groups. For each row, students select the column that correctly describes that row.</p> | <p>2 1 (if student chooses all but one of the correct answers)</p> | ✓ | |
| | <p>This type of question asks students to select cells in a table. For each row, students select the column or columns that are correct. Some questions may restrict them to one selection for each row or column, and some may allow them to select more than one column per row.</p> | 1 | | ✓ |

| Item Type | Interaction | Max Points | ELA | Math |
|-------------------|---|----------------------------|-----|------|
| Drop-Down | <p>This type of question asks students to select answers from drop-down lists. Points are based on the number of drop-down lists. Students can earn partial credit of 1 if they select the correct choice from only one of the drop-down lists.</p> | 1 point per drop down list | ✓ | |
| | <p>This type of question asks students to move one or more choices into the correct space or spaces.</p> | 1 | | ✓ |
| Zone | <p>This type of question asks students to select one or more sections of an image presented to them. When selected, the portion will be highlighted.</p> | 1 | | ✓ |
| Select in Passage | <p>This type of question asks students to select answers from a short section of the passage or another text, such as a dictionary entry. In the given text, certain words, phrases, or sentences are underlined. The students' job is to select the underlined choice or choices that provide the best answer. (They will be told how many choices to select.)</p> | 1 | ✓ | |

| Item Type | Interaction | Max Points | ELA | Math |
|-------------------|--|---|-----|------|
| Drag and Drop | <p>This type of question asks students to move one or more choices into the correct box. If there is only one box to fill or if the number of choices equals the number of boxes to fill, the question is 1 point. If there are two or more boxes to fill and there are more choices than boxes, the question is 2 points.</p> | <p>1 if one box to fill</p> <p>2 if two or more boxes to fill.</p> <p>Partial credit of 1 point if student fills all but one box correctly.</p> | ✓ | |
| | <p>This type of question asks students to move one or more choices into the correct space or spaces.</p> | 1 | | ✓ |
| Text Entry | <p>This type of question asks students to write a short-written response—usually of just one word—in a box. It is usually used to test knowledge of spelling.</p> | 1 | ✓ | |
| Select in Graphic | <p>This type of question shows a graphic, such as an illustration from the passage, with certain selectable sections. The students' job is to select the correct section or sections. (They will be told how many sections to select.)</p> | 1 | ✓ | |

| Item Type | Interaction | Max Points | ELA | Math |
|----------------------|---|---|-----|------|
| Multipart | <p>This type of question combines two other kinds of questions. Usually, the first part asks about a passage, and the second part asks for evidence to support the answer in the first part.</p> | <p>2 (Partial credit of 1 if student answers the first part correctly)</p> <p>Students earn no credit if they answer the first part incorrectly, even if they answer the second part correctly.</p> | ✓ | |
| | <p>This type of question has two or three parts. Each part has one question that can be any of the types described in this document. All parts are based on the information that is presented on the left side of the screen.</p> | <p>Each part is 1 point unless one of the parts is a constructed-response question.</p> | | ✓ |
| Constructed Response | <p>This type of question asks students to write a short response of about a paragraph based on a passage or two passages.</p> | 3 | ✓ | |
| | <p>This type of question asks students to write a response that includes a combination of words and math expressions or equations. Although not required, students can use the equation editor buttons to add mathematical symbols to their answer. Words can be typed from their regular keyboard.</p> | <p>3 for grades 3-5</p> <p>4 for grades 6 and up</p> | | ✓ |

In ELA, multiple-choice and multiple-select items are one point each. Students must respond to the first part of multipart items or will not receive credit for the second being correct. Drag and drop items as well as multipart items are up to two points each. Drop-down, select in passage, text entry, and select in graphic items are one point each. Written response items are three points each. Minimum points for constructed response items are 1; for all other items, minimum points are 0.

Mathematics items are one point each, multipart math items are one point for each part, and math constructed response items are three points for grades 3-5 and four points from grades 6-9.

Minimum points for all item types are 0.

Blueprints

The AK STAR summative assessments are designed to measure a student's understanding of the *Alaska English Language Arts and Mathematics Standards*. The AK STAR summative blueprints define the points available in each content category for each subject and grade. The content categories reflect the text types and purposes within the ELA standards and the claims within the mathematics standards.

Spring 2022 assessment [ELA](#) and [math](#) blueprints are available on the [AK STAR Assessment Design webpage](#).

Claims (Reporting Categories)

English Language Arts

As outlined in the [ELA](#) blueprint, the ELA assessment encompasses reading, writing, and language. Items in the reading portion of the AK STAR assessment are derived from the reading passages that represent various genres of both literary and informational texts at a student’s grade level. All items in the constructed response portion of the AK STAR assessment are associated with a passage.

Items on the ELA assessment assess skills in the claims (reporting categories) listed below.

Table 3: Claims

| Grade | Claim (Reporting Category) | Claim (Reporting Category) Description |
|-------|----------------------------|---|
| 3-9 | Reading | The Reading score provides information about how well a student has mastered state standards related to reading and analyzing literary and informational texts and the vocabulary in those texts. |
| | Writing & Language | The Writing and Language score provides information about how well a student has mastered state standards related to writing and language use. |

Mathematics

As outlined in the [mathematics](#) blueprint, the mathematics assessment encompasses content and argumentation & modeling.

Items on the mathematics assessment assess skills in the claims (reporting categories) listed below.

| Grade | Claim (Reporting Category) | Claim (Reporting Category) Description |
|-------|----------------------------|---|
| 3-9 | Content | The Content score provides information about how well a student has mastered the skills described by the state standards for mathematics. |
| | Argumentation & Modeling | The Argumentation and Modeling score provides information about how well a student can engage in the mathematical practices of argumentation and modeling through the lens of the content of the grade-level frameworks aligned with state standards. |

Part 3 – Reports

AK STAR summative assessment results are available in both static and dynamic reports accessible through the AK STAR Administration Portal.

Static reports are reports that contain data presented as of a specific point in time. These report types are available after the data are finalized for an administration term. They can be accessed in the Operational or Student Scores links in the Reports menu in the Administration Portal.

Dynamic reports are reports which contain student results data that can be viewed and navigated through different levels and demographics for a specific data set. These report types allow the user to filter by student group and compare data. Different dynamic views of reports can be generated through the Student Scores link in the Reports menu.

The AK STAR Student Scores is an interactive reporting system, providing access to reports at the student, group, school, and district - levels depending on the role of the user. The reporting system can be accessed, generated, and managed by assigning users to organizations and/or specific reporting groups within content area and grade level.

AK STAR Reports Available for 2022

Table 4: Report Types

| Report | Type of Report | Access to Report | Audience | Description | How to Use Information |
|---|----------------|--|---|---|--|
| <p><u>Individual Student Report (ISR)</u></p> | <p>Static</p> | <p><u>Access through Reports>Student Scores</u></p> | <p>For students, parents, and educators</p> | <ul style="list-style-type: none"> • Provides individual student’s scale score, achievement level, comparison to other students, relative performance on reporting categories (ELA & mathematics), and summary achievement level descriptors based on grade level expectations <p><u>Contains confidential student information</u></p> | <ul style="list-style-type: none"> • Useful for understanding how a student performed overall on the standards at a grade level at the end of the school year • Compare a student’s performance to other students in the school, district, or state • Based on the ELA and Mathematics reporting categories and student performance in each category, and other classroom- or district-level information available for individual students, educators can use the information about general strengths and weaknesses of individual students for areas that may need instructional support in the next school year |

| Report | Type of Report | Access to Report | Audience | Description | How to Use Information |
|---|----------------|--|-------------------------------------|---|---|
| <p><u>School Summary Report</u></p> | <p>Static</p> | <p><u>Access through Reports> Operational</u></p> | <p>For educators and the public</p> | <ul style="list-style-type: none"> • Provides summary information for whole school, district, and state • Includes number of students tested, percentage in each achievement level, median and mean scale scores, and performance on reporting categories | <ul style="list-style-type: none"> • Useful for information about the performance of the educational system at a school level • Determine grade level or content areas where program or instruction may be improved to increase student achievement |

| Report | Type of Report | Access to Report | Audience | Description | How to Use Information |
|---|----------------|--|---|---|---|
| <p><u>District Summary Report</u></p> | <p>Static</p> | <p><u>Access through Reports> Operational</u></p> | <p>For educators and the public</p> | <ul style="list-style-type: none"> • Provides summary information for whole district and state • Includes all information provided in school summary reports at the district - level | <ul style="list-style-type: none"> • Useful for information about the performance of the educational system at a district - level • Determine grade level or content areas where program or instruction may be improved to increase student achievement |
| <p>Student Score Data File Export (SSDF)</p> | <p>Static</p> | <p><u>Access through Reports> Operational</u></p> | <p>For use by district - level users only</p> | <ul style="list-style-type: none"> • Contains all reportable student data within a particular district, including demographic and student score data, sorted by Reporting School Code, and Alaska Student State ID <p><u>Contains confidential student information</u></p> | <ul style="list-style-type: none"> • Useful to district data analysts to view, download, and analyze data • Useful to download data into district Student Information System (SIS) • Can be used to develop district reports and presentations • Sample file layout available in the Help section on the Administration Portal <p><u>Access through Main Menu>Help</u></p> |

| Report | Type of Report | Access to Report | Audience | Description | How to Use Information |
|--|----------------|--|---|--|---|
| Organization Report – School and District | Dynamic | Access through Reports>Student Scores | <ul style="list-style-type: none"> For use by district users and school administrators | <ul style="list-style-type: none"> Provides a histogram and list view of district to school to student results data and performance The school level also can provide a student group view of selected filtered (see Table 5: Demographic Filters) student response data | <ul style="list-style-type: none"> Useful to district to present overall view of district student performance Useful to district data staff to view district - level data down to school level data |
| Dynamic Student Report | Dynamic | Access through Reports>Student Scores | <ul style="list-style-type: none"> For use by district users and school administrators | <ul style="list-style-type: none"> Provides individual student’s scale score, achievement level, relative performance on reporting categories (ELA & mathematics), and summary achievement level descriptors based on grade level <p><u>Contains confidential student information</u></p> | <ul style="list-style-type: none"> Useful to district and administrative staff to view overall student performance Allows for a quick view of student summative and MAP Growth performance |

Note: The **Report** column is linked to report samples in [Appendix A: AK STAR Sample Reports](#). The **Access to Reports** column is linked to individual reports in [Part 3: Reports](#).

Accessing and Downloading Reports

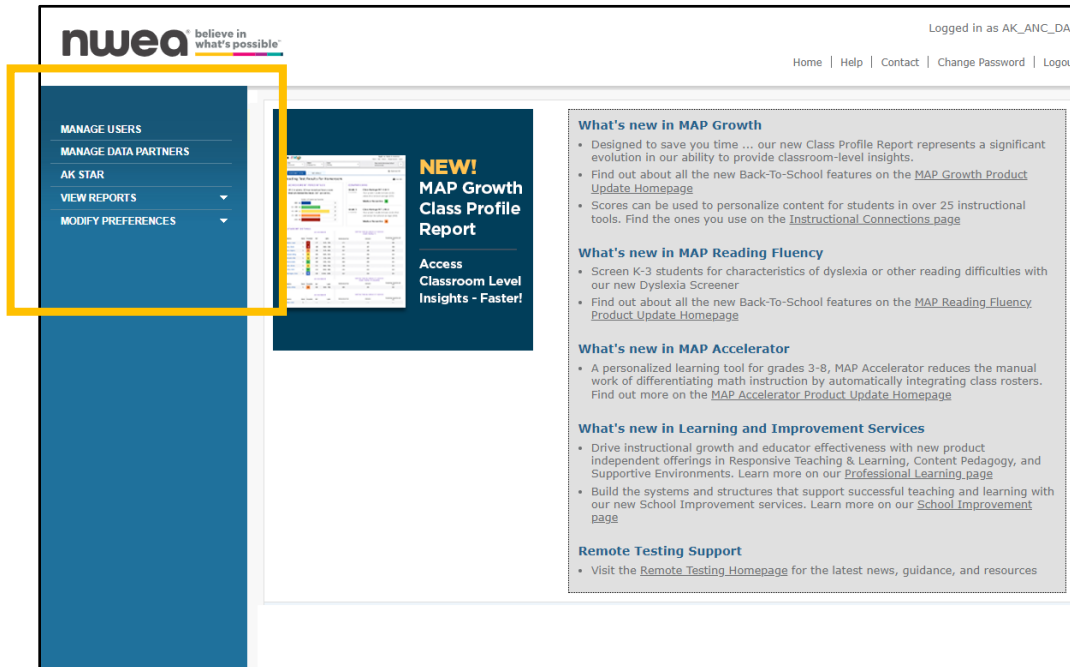
All reports are housed in the Administration Portal. District Coordinators are responsible to view, download and distribute the appropriate reports to the appropriate audience and staff. DTC and Superintendents may find the dynamic pages useful to display aggregated demographic student score data in real time as part of professional learning presentations. In the dynamic reporting system, you can navigate within the organizational hierarchy defined as District to School to Student.

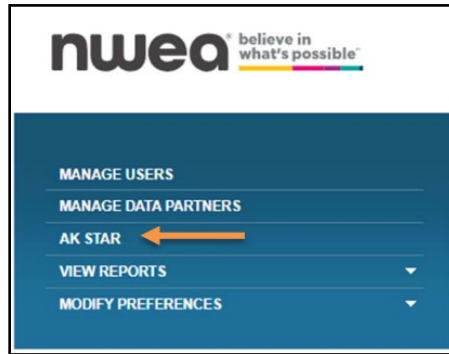
User Roles for Reports

| | System Administrator | Data Administrator | Assessment Coordinator DTC | Assistant Assessment Coordinator BTC | Test Administrator Proctor | School Administrator | Instructor | Superintendents |
|---|----------------------|--------------------|----------------------------|--------------------------------------|----------------------------|----------------------|------------|-----------------|
| Score reports | | | | | | | | |
| Access reports for assigned organizations groups, or students | | | ✓ | | | | | ✓ |

Accessing Reports

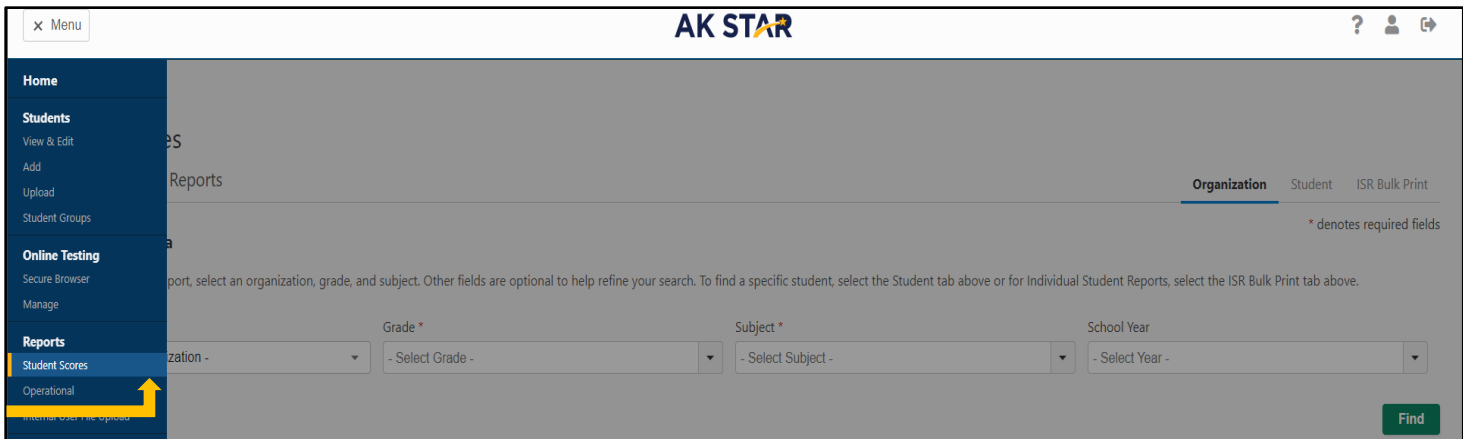
Users will log into the AK STAR Administration Portal using their Single Sign-On from [MAP Growth](#). From the left-side navigation bar, users click **AK STAR** to access the AK STAR Administration Portal.





Not all users have access to AK STAR reports. To validate who has access to reports, contact your District Test Coordinator.

Once in the AK STAR Administration Portal, users have access to view and download reports via the Score Reports and Operational Reports links. Both are accessed via the left side navigation menu.



Reports can be accessed according to user role, and the data is specific to the user role and organization (i.e., specific district or school).

To access Operational Reports in the AK STAR Administration Portal:

1. Select *Menu > Reports > Operational*.
2. Select the desired organization from the dropdown, in the Organization field.
3. Select the Report Type (e.g., Student Score Data File), then select Find.

The selected report will be available for download once it has been generated by the system.

Home / Reports / Operational Report

Operational Report

Reports can be regenerated once a day. If the report found is more than a day old and you would like to see newer data, click the "Find" button again to regenerate the report. Most reports will be ready within an hour.

Find Report

Organization * Report type *

- Select or Type Organization - - Select Type -

Find

* Denotes required field.

To access Student Scores in the AK STAR Administration Portal:

1. Select *Menu > Reports > Student Scores*.
2. Select the desired tab to access reports:
 - a. Organization
 - b. Student
 - c. Bulk ISR

Home / Reports / Student Scores

Student Scores

View Student Score Reports

Organization Student Bulk ISR

* denotes required fields

Select Report Criteria

Organization * Grade * Subject * School Year Groups

State View - Select Grade - - Select Subject - - Select Year - - Select Group -

Find

Downloading Reports

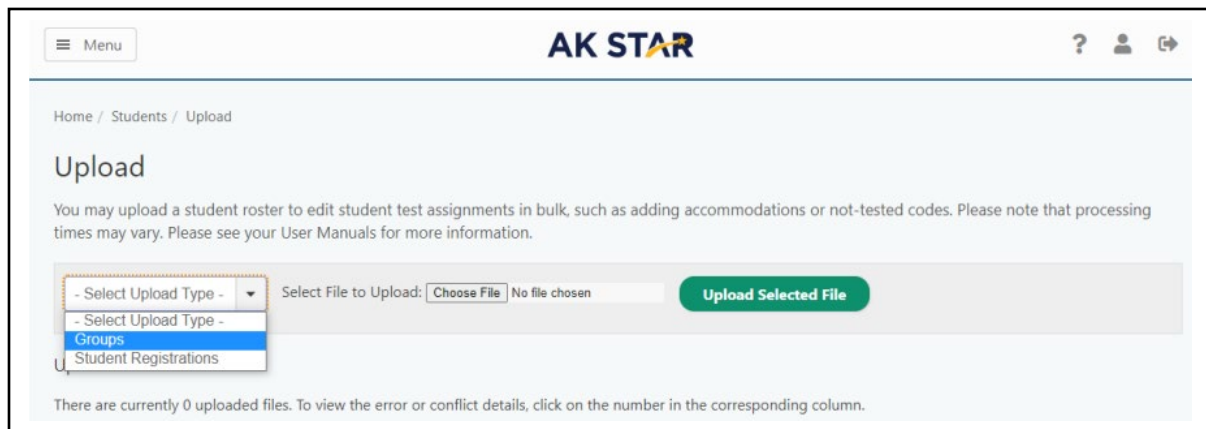
All reports can be downloaded from the AK STAR Administration Portal. District Test Coordinators (DTC) and Superintendents have access to download all report types (District Student Score Data File, Individual Student Reports, District Summary Reports and School Summary Reports).

Creating Reporting Groups

The group upload functionality allows for uploading student groups using a batch file process. Student groups can be set up to group students results for a specific teacher or class (by name). A batch file process takes a file of multiple student records and processes those records as a group. In addition to the upload and download functions, there are also tools for reviewing processing errors and conflicts. Reporting groups can only be created at the school-level and student data cannot be transferred district-to-district in the Online Reporting System. If a student has moved from your district to another, please contact the receiving district to securely transfer the reporting information.

How to upload groups for reporting:

1. Download the spreadsheet template available in the **Help Resources** and **Student Group Upload Format** document. Complete the template with student group information (Column N is specific to reporting groups) and save the file as a CSV.
2. In the main menu, select **Students > Upload**.
3. Click **Select Upload Type**, select **Groups**, and select **Choose File**.

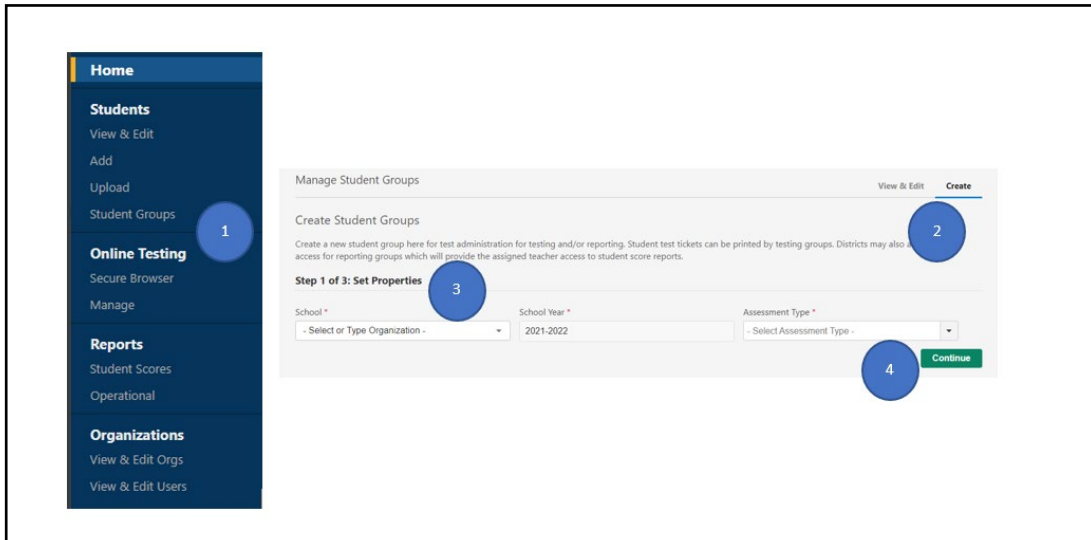


4. In the **File Upload** window, navigate to the saved CSV file, and select **Open**.
5. Select the **Upload Selected File** button to import the file into the system.
6. Refresh the browser to update the status of the upload.

How to create reporting group (manually) in the AK STAR Administration Portal:

To create a new student group:

1. In the main menu, select **Students > Student Groups**.
2. Above the search criteria, select the **Create** tab on the right.
3. Select the **School, Year (2021-2022), and Assessment Type** from the drop-down lists.
4. Select **Continue**.



5. Select the appropriate settings for the group. If you choose a wrong setting, select the **X** next to that setting to remove it.
 - **Test Administration:** Select all test administrations that apply.
 - **Subject:** Select Math, ELA, or both. This option determines which test will appear in reports for this group. *Note that this does not change any student registrations.*
 - **Group Name:** Create a name for the group.
 - **Group Type:** Choose **Reporting**. (This option allows reports to be generated for this group)
6. Select **Continue**.

Step 2 of 3: Enter Settings

Test Administration * **5**
 AK STAR Spring 2022

Subject *
 English Language Arts Mathematics

Group Name *

Group Type *
 Reporting

User Access to this Group

Back Continue **6**

7. Enter search criteria to find students to add to the group. The **Grade** field is required; optionally enter last name, first name, or student ID. You may enter multiple grades.
8. Select **View** to see a list of students.
9. Select the check box next to the names of students you want to add to the group, then select the **Add To** button to add students to the list of selected students on the right.
10. To remove students from the list of selected students, select the checkbox next to the names of students you want to remove, then click the **Remove** button. The student names will move out of the list of selected students.
11. Select **Save Student Group** to create the group.

Step 3 of 3: Select Students

Available Students: 13

Last Name First Name Student ID
 Last Name First Name Student ID

Grade * **7**
 05 x

View **8**

| <input type="checkbox"/> | Last Name | First Name | Student ID | Grade |
|--------------------------|-----------|------------|------------|---------|
| <input type="checkbox"/> | Cooper | Erica | *****6789 | Grade 5 |
| <input type="checkbox"/> | Dooly | Abigal | *****6789 | Grade 5 |
| <input type="checkbox"/> | White | Steven | *****6789 | Grade 5 |
| <input type="checkbox"/> | Kling | Nancy | *****6789 | Grade 5 |
| <input type="checkbox"/> | Daunlin | Robert | *****6789 | Grade 5 |

9

Selected Students: 2

| <input type="checkbox"/> | Last Name | First Name | Student ID | Grade |
|--------------------------|-----------|------------|------------|---------|
| <input type="checkbox"/> | Adele | Michael | *****6789 | Grade 5 |
| <input type="checkbox"/> | Broxton | Alexa | *****6789 | Grade 5 |

10

11 Save Student Group

Individual Student Report (ISR)

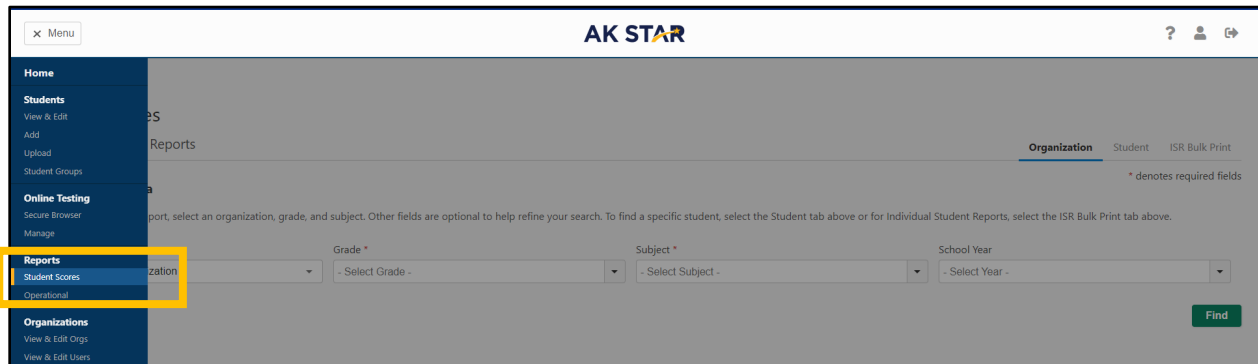
The primary audience for the [Individual Student Report](#) are students, parents, and families. The report summarizes the individual performance of a student at the end of an academic year. It includes a comparison of school, district and state performance, a description of the Achievement Level and Scale Score in each content area, and reporting categories, as well as a descriptor of any reported codes. For spring 2022, the ISR also includes MAP Growth RIT score data. Expanded MAP Growth data reports are available in the [MAP Suite](#). The ISR is available in the AK STAR Administration Portal, based on user permission. District users are responsible for downloading and providing ISRs to the families and educators of students. ISRs can be downloaded in bulk or individually, available in PDF format.

The selections the user makes will determine how the files are batched in the Zip files. Selections can be made at a district level or school level by all grades or a single grade. Users selecting an Organization at the School Level can also select to print by reporting groups and download a single group.

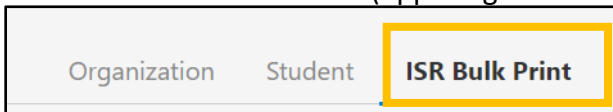
To see a sample of the Individual Student Report, please refer to [Appendix A](#).

Downloading ISRs

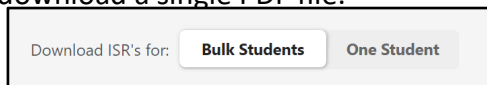
ISR ZIP file downloads are available to permissioned users. To generate ISR ZIP files:



1. In the AK STAR Administration Portal, select *Menu > Reports > Student Scores*.
2. Select the ISR Bulk Print tab (upper right of the screen).



3. Select **Bulk Students** for a ZIP file with multiple PDFs included or **One Student** to download a single PDF file.



4. In the Organization field, select the desired **school** or **district** from the dropdown.

5. Options are different dependent on selection of **Bulk Students** or **One Student**.
 - a. For **Bulk Students**: select preferred report criteria as required, Test Administration, Grade*(required), Groups, then select **Find**.
 - i. At the **school-level** (Groups are available as a dropdown):

Organization * Test Administration * Grade * Groups

ST PAUL SCHOOL (400020) AK STAR Spring 2022 Grade 3 All Reporting Groups

Find

- ii. At the **district-level**:

Organization * Test Administration * Grade *

PRIBILOF SCHOOL DISTRICT (40) AK STAR Spring 2022 All Grades

Find

- b. For **One Student**: select preferred report criteria as required, Test Administration, Grade, Last Name * (required), First Name, Student State ID, then select **Find**.

Organization * Test Administration * Grade *

- Select or Type Organization - - Select Test Admin - - Select Grade -

Last Name * First Name Student State ID

Find

6. Test administrations that match the search criteria appear in the search results.

| Reports Found: 1 | | | | | | | | | | Refresh |
|------------------|---------------------|--------------------------|-------|----------|--------------|------------|-----------------|--------|----------|---------|
| # | Test Administration | Organization | Grade | Language | Group | # Students | Generate Files | Status | Download | |
| 1 | AK STAR Spring 2022 | PRIBILOF SCHOOL DISTRICT | 03 | English | All Students | 1 | Generate | | | |

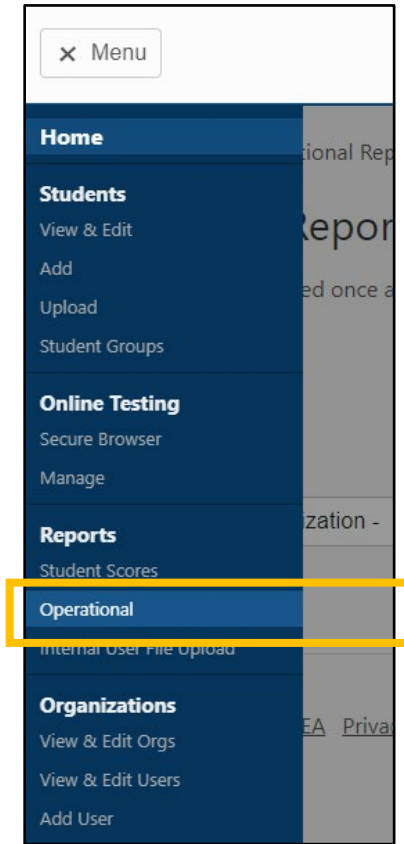
7. Select **Generate** to create the ZIP files you would like to download.
 - a. A ZIP icon will appear once the file is ready to download



School & District Summary Reports

[Summary Reports](#) are created at the district and school levels. The District Summary Report is an aggregation of all the reportable students within the district by content area. The School Summary Report is an aggregation of all the reportable students within the school by content area. The report contains summary data within the content area by grade, students tested, overall mean scores, reporting category mean scores and percentage of students at each achievement level. Summary reports are available based on user roles.

1. To access these reports in the AK STAR Administration Portal use the left navigation panel and select *Reports > Operational*.



2. After selecting the correct Organization, the Score Summary Report can then be selected from the drop down under Report Type.
 - a. If the organization selected is a **school**, a Score Summary Report will be generated at the school level.
 - b. If the organization selected is a **district**, a Score Summary Report will be generated at the district - level.

Home / Reports / Operational Report

Operational Report

Reports can be regenerated once a day. If the report found is more than a day old and you would like to see newer data, click the "Find" button again to regenerate the report. Most reports will be ready within an hour.

* Denotes required field.


Find Report

Organization *
MATANUSKA-SUSITNA BOROUGH SCH...

Report Type *
Score Summary Report

Find

Results Refresh

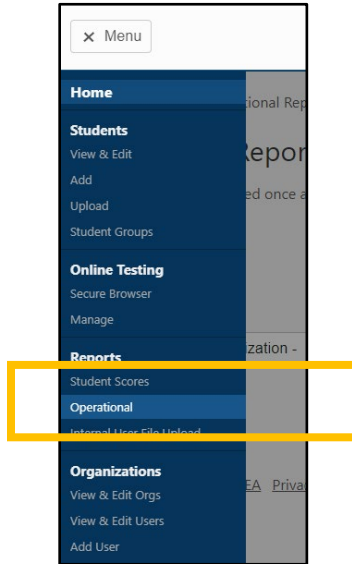
| # | Organization | Type | Status | Date | Download |
|---|---|----------------------|-----------|----------------------|---|
| 1 | MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT | Score Summary Report | GENERATED | Aug 28, 2022 4:00 AM |  |

To see a sample of the District and School Summary Reports, please refer to [Appendix A](#).

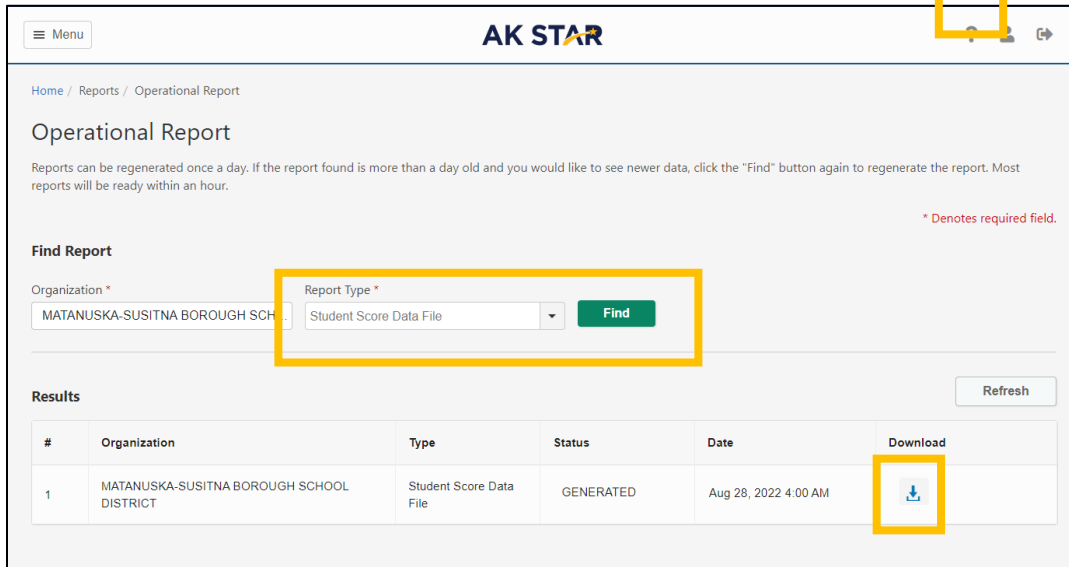
Student Score Data File (SSDF)

The [Student Score Data File Export \(SSDF\)](#) will contain all valid test events for assessments completed within the administration by grade and content area. The SSDF is available to district - level users only.

1. To access these reports in the AK STAR Administration Portal, use the left navigation panel, *Reports > Operational*.



2. The Student Score Data File can then be selected from the drop down under Report Type.



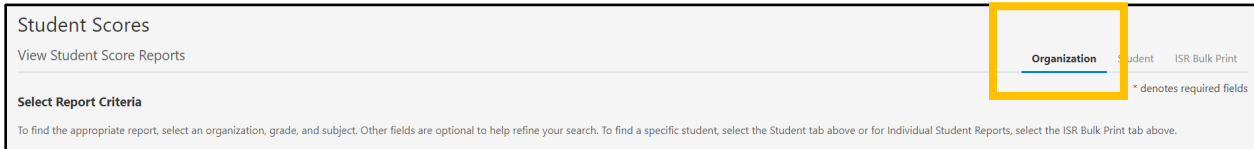
The Student Score Data File Format layout is available in the **Help** section of the AK STAR Administration Portal. See [Accessing and Downloading Reports](#) for further instructions.

Organization Report

[Organization Reports](#) can be viewed at the district or school level depending on the user's level of access.

To access an organization report in the AK STAR Administration Portal:

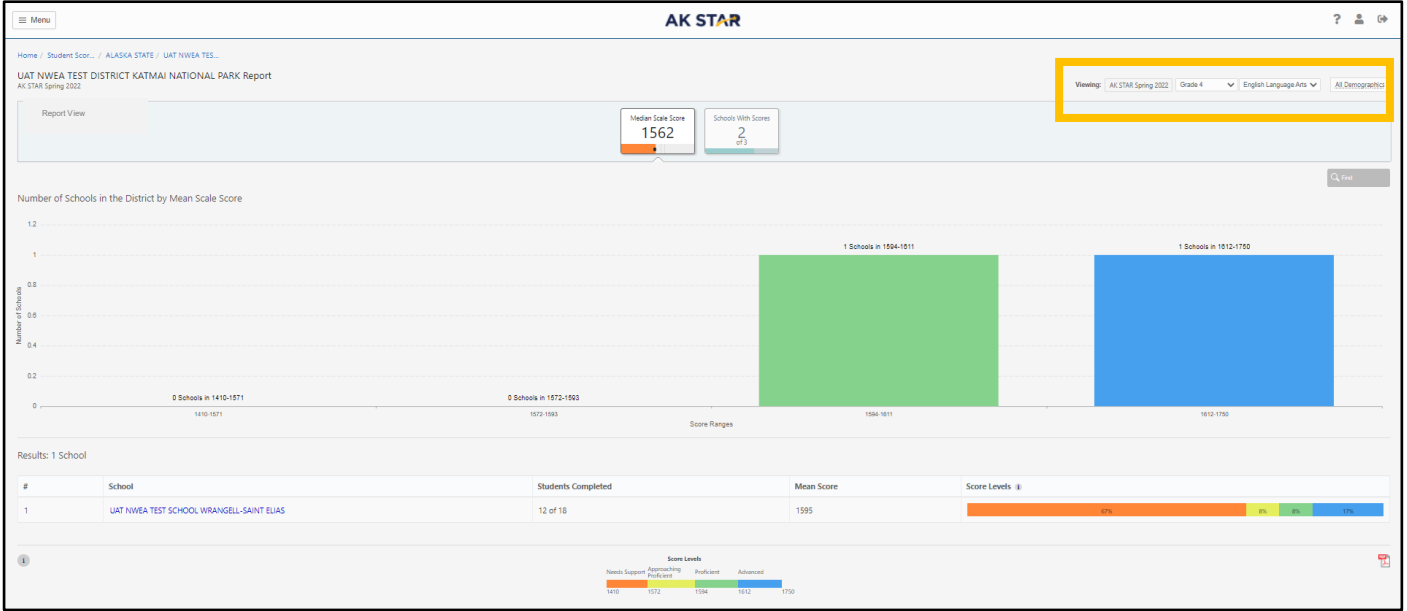
1. Select *Menu > Reports > Student Scores*.
2. Verify that you are on the Organization tab. This is the default tab.
3. Select the desired organization from the dropdown Organization field.
4. Select the other report criteria as required.
5. Select Find.
6. Select the administration you wish to view. Test administrations that match the search criteria appear in the search results.



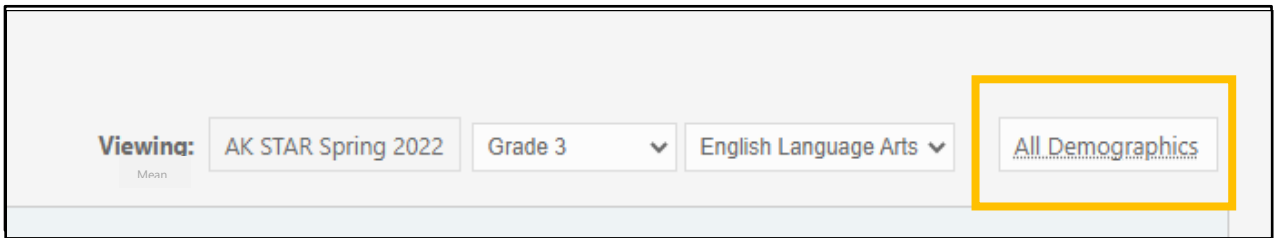
Histogram View

This is the default view of the organization reports contain bar graphs showing a distribution of average (mean) scale scores in each achievement level for the selected grade and content area.

- The **Median Scale Score** tile (top middle of the page) displays the median scale score of the filtered group. This will change as you select different filters and create different groups. The Median is represented here for the selected group of student data to use as a quick reference of the selected group's mid-point.
- Bars on the graph display the average (mean) scale score of the selected filtered group displayed. Selecting a bar will provide a list of options in that category that allow the user to drill down into the next organization level.



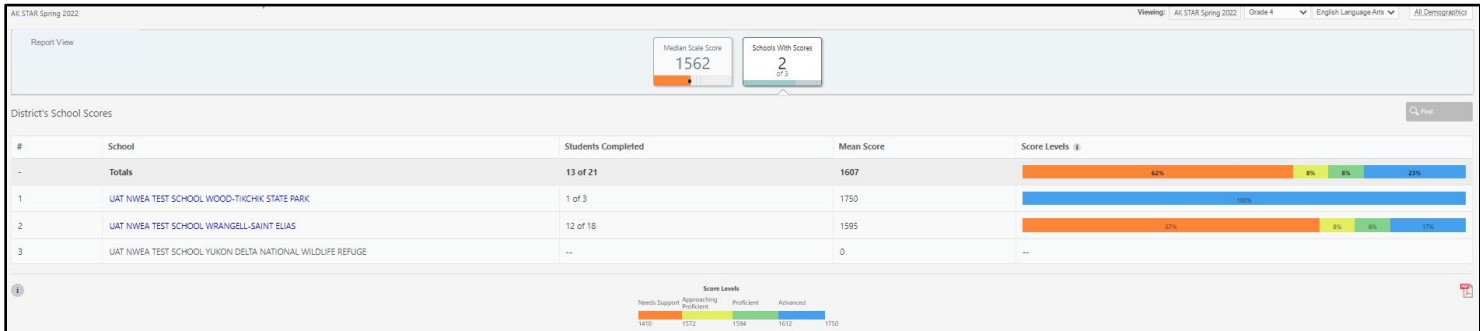
- On the top right of the page, you can select different filters to view different grades, content areas, and [demographic filters](#).



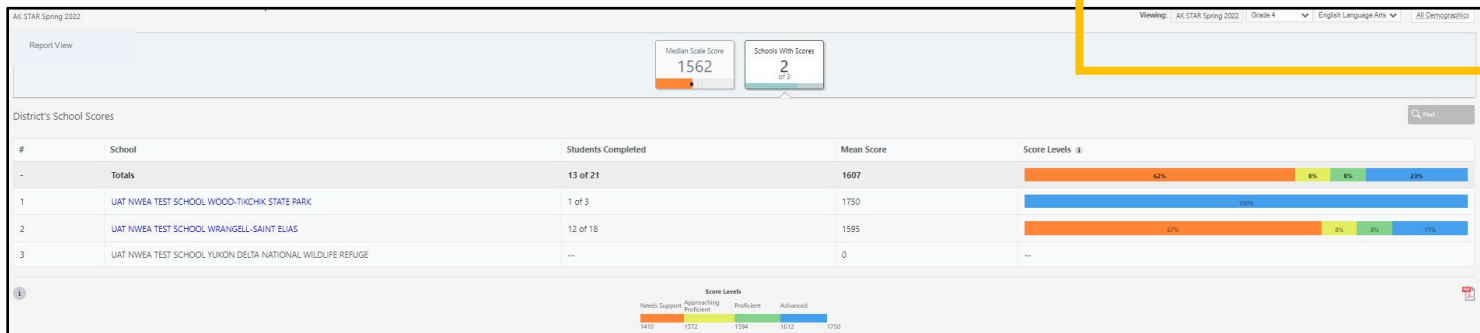
List View

A List View can be generated by selecting **Schools with Scores** or **Students Tested** tile at the top of the page. The organization reports show a list of organizations along with information about assessment results for the content area in that organization.

- Lists can be sorted, and items can be selected to drill down further into the next organization level and will eventually lead to a list of students and access to student-level reports.



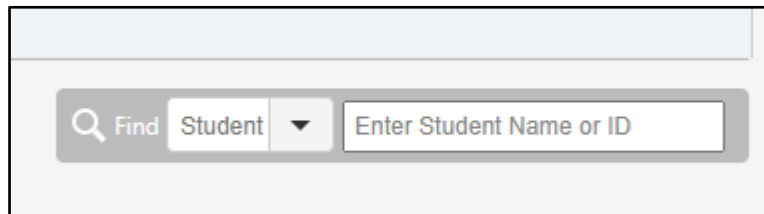
- On the top right, you can switch between viewing different grades, content areas, and [demographic filters](#). Note that demographic filters may not be available at all levels of the organization hierarchy based on reporting [suppression rules](#).



- Once you have drilled down into the student tested list view, the column headers can be selected by clicking on them directly, and they will sort the column data.

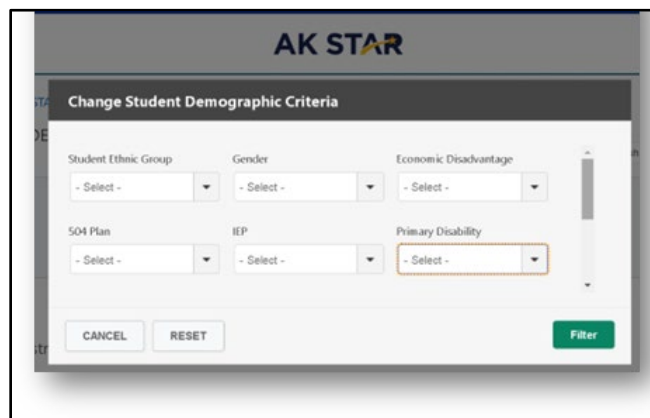
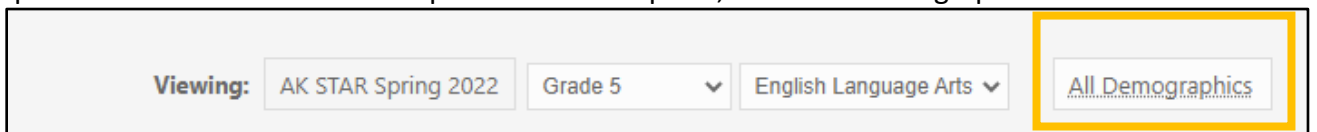
| # | Student Name | Scale Score | Current Achievement Level | Score Range | Reporting Categories |
|---|-----------------------------|-------------|---------------------------|-------------|---|
| 1 | BRINK, RGTEST 9519519639 | 1546 (L7) | Needs Support | | Reading: ★★★ Writing and Language: ★★★ |

- Additionally, you can use the **Find** button to find a student or group. Select **Find** with the magnifying glass on the page, use the drop down to select **Student**, then enter the student’s name or ID, the student will populate in the drop down and can be selected. This will bring you directly to the student’s Student Report page.



Report Filters

When demographic filters are applied in the AK STAR Administration Portal, only the selected population will be visible on the reports. To filter reports, select All Demographics.



Available Report Filters:

Table 5: Demographic Filters

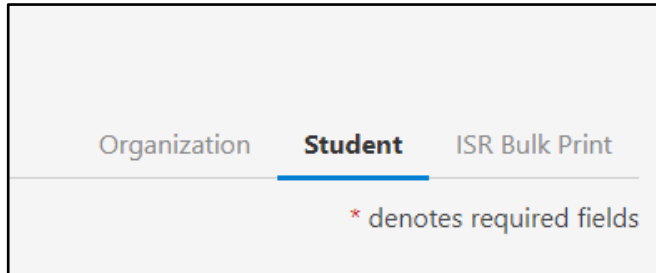
| All Demographics Filters |
|--|
| Grade |
| Subject |
| Groups |
| Gender |
| Student Ethnic Group |
| Economic Disadvantage |
| 504 Plan |
| IEP |
| Primary Disability |
| English Learner |
| Migrant |
| Parent/Guardian on Active Military Duty Status |

Dynamic Student Report

[Dynamic Student Reports](#) are unique to each individual student and content area combination and can be accessed directly from the AK STAR Administration Portal from the student's school.

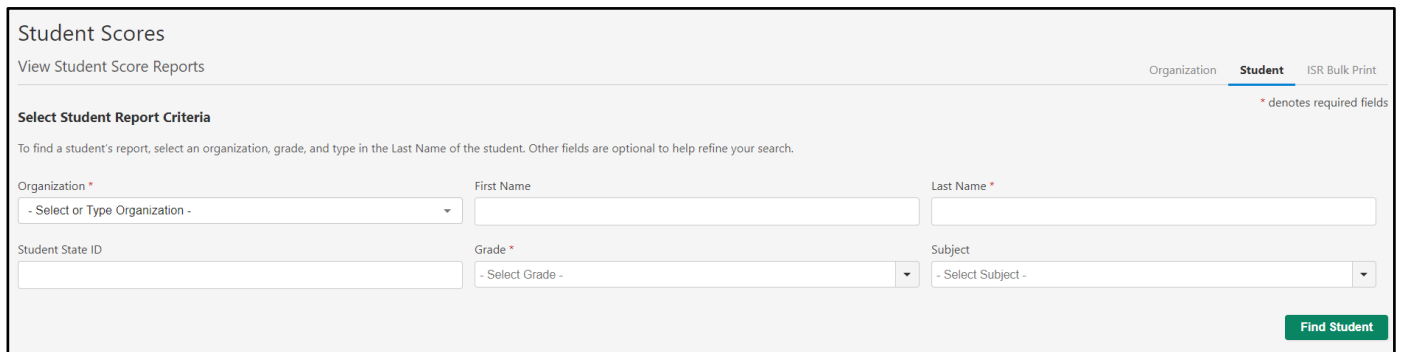
For direct access to a report for a student:

1. Select *Reports > Student Scores* from the Main Menu.
2. Select the Student tab, at the top right of the page.



3. Users may search for Dynamic Student Reports using the following criteria:

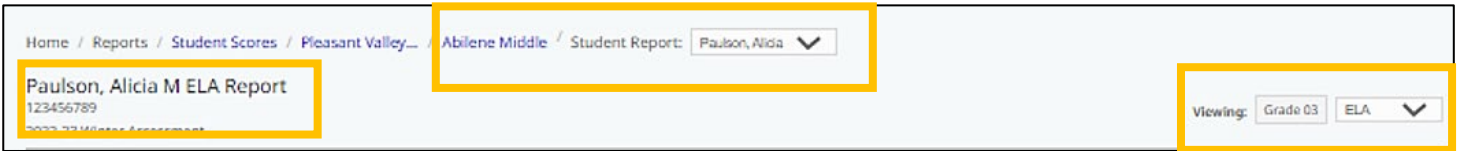
- Last Name (*required field)
- Organization (*required field)
- Grade (*required field)
- Subject
- First Name
- AKSID



All reports matching the search criteria will be listed. Select the report you wish to view.

Dynamic Student Report Header and Navigation

- The header area of the report contains information about the student and their test, as well as navigation options. On the left, the student's name, AKSID, and the test season are listed.
- At the top, you can navigate to organization reports using the blue breadcrumb links or use the dropdown menu to select another student in the school to view.
- On the right, you can see the student's grade, and switch between viewing different content areas.



- To print a PDF of the report, select the PDF icon on the bottom right.

To see a sample of the Dynamic Student Report, please refer to [Appendix A](#).



AK STAR Dynamic Student Report

Part 4 - Score Interpretation

Achievement Levels

Student performance on the AK STAR assessment is reported in one of four overall achievement levels. These levels designate the performance of the student on the standards tested at the grade level. The four achievement levels are Advanced, Proficient, Approaching Proficient, and Needs Support. Table 6 below displays the policy achievement level descriptors of what students should be able to do at each overall level.

Table 6: Achievement Level Description

| Achievement Level | | Description |
|-------------------|-----------------------------|---|
| Proficient | Advanced (A) | Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content. |
| | Proficient (P) | Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content. |
| Non-Proficient | Approaching Proficient (AP) | Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content. |
| | Needs Support (NS) | Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content. |

Achievement Level Descriptors (ALDs)

Policy Achievement Level Descriptors or ALDs are general descriptions of what a student in a specific grade level and subject can do at each achievement level, as aligned with Alaska’s academic standards.

Each achievement level is defined by a range of scale scores. Alaska educators gathered in June 2022 to participate in a standard setting meeting. The outcome of this meeting were recommendations for the minimum test scores students should attain at each achievement level for all grades in ELA and mathematics. With input from DEED, and after a period of public comment, the Alaska State Board of Education and Early Development approved the scale score ranges for AK STAR found in [Appendix B](#).

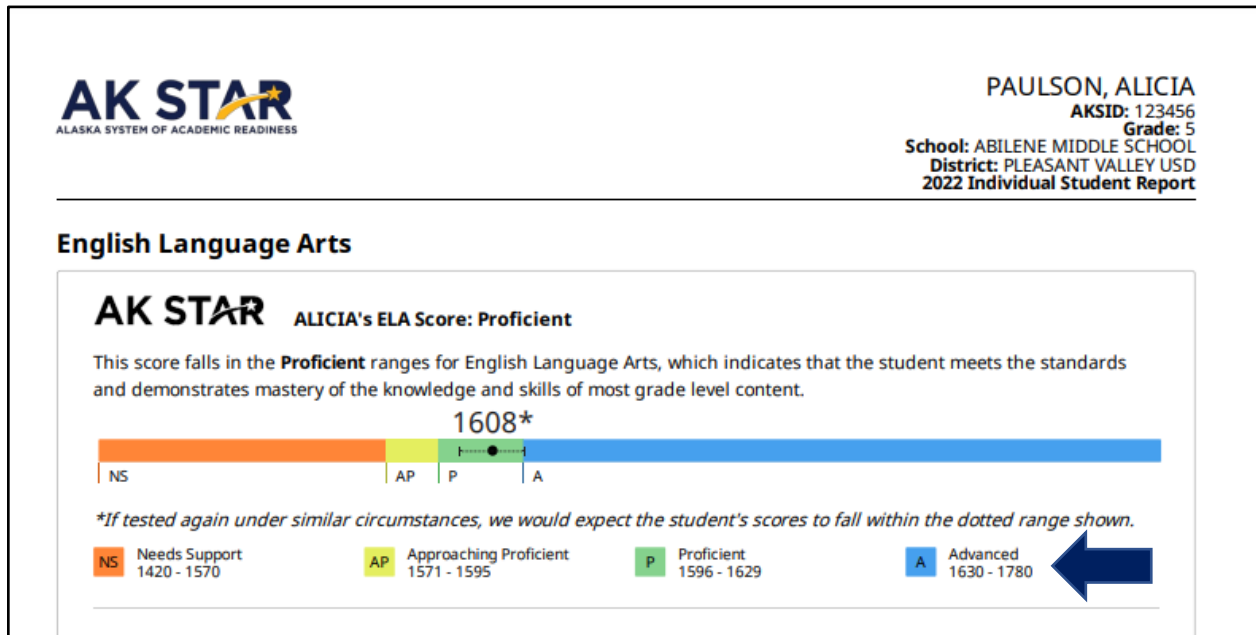
Summary ALDs are provided as part of the AK STAR Individual Student Reports for ELA and mathematics. These summary statements are based on the full set of ALDs that describe what a student can do at each achievement level in each reporting category for the student’s grade level. AK STAR summary ALDs for all grades and content areas can be found in [Appendix C](#) of this guide. The full set of ALDs can be viewed on the [AK STAR Results webpage](#).

Scores & Score Ranges

Achievement Level Scale Score Range

The lowest and highest score in the range will be displayed on the ISR scale score information section for each Achievement Level.

This information is provided at the top of page two and four on the [Individual Student Report](#).



Scale Score Range

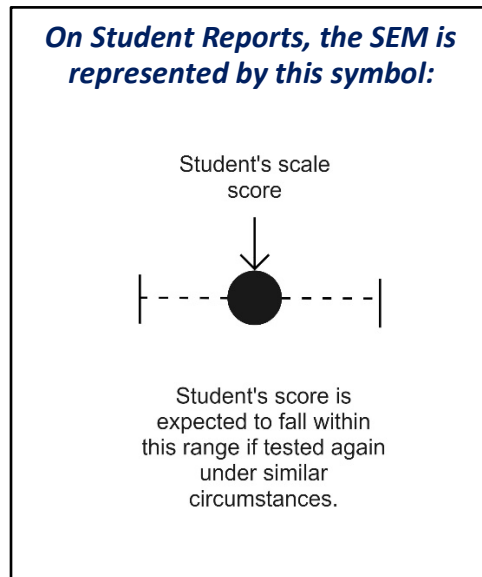
Student performance on the AK STAR assessments is represented by the overall scale score. A **scale score** identifies a student's current level of achievement based on items the student answered correctly, converted into a standard scale for the subject. While raw scores can be used in smaller settings such as classrooms, scale scores are needed for large scale, statewide assessments such as AK STAR.

On the Individual Student Report, each student's raw score is converted to a scale score. The AK STAR **scale score** is a four-digit number that provides a common measure for expressing student performance across different forms of a test. Scale scores have the same meaning when students take different forms of the test (e.g., standard test versus braille test, paper test versus online test, tests in different years). Using a scale score provides consistent reporting of scores from year to year for each grade and content area. The scale can be represented as a line that is divided into four levels of achievement (Advanced, Proficient, Approaching Proficient, and Needs Support).

In the interpretation of test results, it is not appropriate to compare scale scores across content areas. Each content area is scaled separately; therefore, the scale scores for one content area cannot be compared to another content area.

Standard Error of Measurement

The **Standard Error of Measurement (SEM)** provides information about the level of confidence that a student would achieve the same score if that student tested again on an equivalent form of the test without changing knowledge or skills. On the Individual Student Report, the black circle indicates the student's scale score on the test, and the dotted line represents the expected range of scores the student would receive if tested under similar circumstances.



Rounding Rules

The SEM, Mean and the Scale Score, will be rounded to the nearest integer. Reporting Categories will use standard rounding – increasing the tenths position by 1 if the one hundredths digit is 5 or more (round up) or leaving the tenths digit the same if the one hundredths digit is 4 or less (round down).

AK STAR Score Ranges

For ELA and mathematics in each grade, the AK STAR score ranges vary by grade and content area. Please refer to [Appendix B](#) for specific ranges.

| English Language Arts Achievement Level Scale Score Ranges | | | | |
|--|------------------------|------------------------|-------------|-------------|
| | ELA Performance Levels | | | |
| | Needs Support | Approaching Proficient | Proficient | Advanced |
| Grade 3 | 1400 – 1565 | 1566 – 1588 | 1589 – 1598 | 1599 – 1720 |
| Grade 4 | 1410 | | | |
| Grade 5 | 1420 | | | |
| Grade 6 | 1430 | | | |
| Grade 7 | 1440 | | | |
| Grade 8 | 1450 | | | |
| Grade 9 | 1450 | | | |

| Mathematics Achievement Level Scale Score Ranges | | | | |
|--|-------------------------|------------------------|-------------|-------------|
| | Math Performance Levels | | | |
| | Needs Support | Approaching Proficient | Proficient | Advanced |
| Grade 3 | 1400 – 1512 | 1513 – 1527 | 1528 – 1547 | 1548 – 1720 |
| Grade 4 | 1410 – 1525 | 1526 – 1541 | 1542 – 1554 | 1555 – 1750 |
| Grade 5 | 1420 – 1530 | 1531 – 1543 | 1544 – 1576 | 1577 – 1780 |
| Grade 6 | 1430 – 1542 | 1543 – 1565 | 1566 – 1593 | 1594 – 1800 |
| Grade 7 | 1440 – 1551 | 1552 – 1584 | 1585 – 1631 | 1632 – 1820 |
| Grade 8 | 1450 – 1586 | 1587 – 1609 | 1610 – 1643 | 1644 – 1840 |
| Grade 9 | 1450 – 1577 | 1578 – 1604 | 1605 – 1646 | 1647 – 1850 |

Reporting Categories

AK STAR Reporting Categories on Individual Student Reports (PDF & Dynamic)

On Individual Student Reports, student performance in each reporting category is reported as a comparison to students who performed at the proficient level. This provides relative information about the student’s performance in each reporting category. Due to test length and timing constraints, there is not a sufficient number of items in each reporting category to enable a separate scale score or achievement level to be reported.

For AK STAR, these symbols indicate how a student performed.

The student:

- ★ ★ ★ *did better than students who scored just barely proficient*

- ★ ★ ★ *did about as well as students who scored just barely proficient*

- ★ ★ ★ *did not do as well as students who scored just barely proficient*

- ★ ★ ★ *did not attempt any items in this category*

Interpreting Performance by Reporting Category

Student performance on AK STAR is best interpreted through the lens of Alaska’s standards for achievement as articulated by the [Achievement Level Descriptors](#). The overall scale score and achievement level classification conveys an inference about what the student knows and can do relative to the grade-level standards. Each reporting category represents a critical component of the full set of expectations for what students should know and be able to do. Student performance at the reporting category level is therefore evaluated in terms of what is expected of a proficient student relative to that aspect of their learning. As an example, grade 3 mathematics, for the Content reporting category is shown below. For a full set of student performance expectations visit the [AK STAR Results webpage](#).

Example: Grade 3 Reporting Category: Content

Students achieving 3 stars meet the standards for achievement and demonstrates mastery of the knowledge and skills of most grade level content.

Examples of achievement at this level include demonstrating understanding of fractions in both discrete some-many and continuous part-whole contexts. Students at this level are likely to solve two-step word problems using any of the four operations and understand the relationship between multiplication and division. The mathematically proficient student in grade 3 makes connections between multiplication and area measurement, solving problems involving finding the area of a rectangle. They categorize two-dimensional shapes based on properties such as sides and angles.

Students achieving 2 stars partially meet the performance standards and may have gaps in knowledge and skills but are approaching mastery of the grade level content.

Examples of achievement at this level include fluently adding and subtracting whole numbers and understanding multiplication as repeated addition. Students at this level are likely to solve one-step word problems using all four operations. The student who is approaching proficiency in grade 3 is likely able to identify fractions associated with partitioned shapes and compare fractions with the same denominator.

Students achieving 1 star may partially meet the performance standards but need support to master grade level content.

Examples of achievement at this level include adding and subtracting whole numbers up to 100 as well as understanding concepts of place value. Students at this level are likely to solve one-step word problems using addition and subtraction. They can likely partition symmetrical shapes to describe foundational fractions and measure area of rectangular figures by counting unit squares.

Reporting Scores for Groups of Students

To show how students are performing at the school, district, and state levels, Individual Student Reports display a horizontal gray bar with the median scale score displayed next to the bar.

District Summary Reports and School Summary Reports display both the median and the mean scale scores for each grouping of students.

Use of Mean

The **mean** (sometimes called the average) is calculated by adding the values of a set of scores and dividing by the number of scores in the set. The District and School Summary Reports represent the mean scale score along with the median.

Use of Median

The **median** is the middle number in an ordered list of numbers. Half of the scores are above the median score and half of the scores are below the median. The median is a way to describe the midpoint score in a group of scores. Unlike the mean (sometimes called the average), the median is not affected by scores that are very high or very low when compared to most other scores. Even if there are very high or very low scores that differ largely from most other scores, the median will be in the same position.

Reporting Categories for Groups of Students

On the AK STAR district and school summary report, performance in each reporting category is compared to the mean percentage correct for the reporting category across all students at either the district or state level. If school performance is compared to district performance, the mean percentage correct reflects all students in the district the school belongs to. If either school or district performance is compared to state performance, all students in Alaska are included in the mean percentage correct for the reporting category. Performance on the reporting categories provides relative information about groups of students to help inform areas where instruction may be improved.

For Summary Reports, these symbols indicate whether the students in the school, district, or state performed, on average.

The students:

Comparisons: District to State

- ↑ did better than the state standard for proficiency
- ≈ did about as well as the state standard for proficiency
- ↓ did not do as well as the state standard for proficiency
- ∅ did not attempt any items in this category

Special Circumstances

If a student does not take a test or the test should not be scored, school districts document the situation using a Special Circumstance code (SCC). Circumstances in which a student does not test would include absence, extended illness requiring a medical waiver, parent refusal or student refusal. Reasons a student’s test was not scored would include security violations or misadministration which resulted in an invalidation. Additionally, if a student does not attempt at least five operational test items per content area, the assessment is not scored.

Special Circumstance codes can be found in the Student Score Data File (SSDF), in the student list page of the Student Scores, and in the student reports — both Individual Student Reports (ISR) and Dynamic Student Reports.

Special Circumstance codes do not appear on School Summary Reports or District Summary Reports.

Special Circumstance codes are listed in [Table 7](#).

Table 7: Special Circumstance codes

| Code | Special Circumstance Descriptions | Definitions |
|------|-----------------------------------|--|
| UTT | Absent | Student was absent during the scheduled testing days and during scheduled make-up days. |
| INV | Invalidation | A student’s assessment was determined invalid. |
| EMW | Medical Waiver | An unexpected and severe medical condition outlined in Alaska Regulation 4 AAC 06.820 prevented the student from taking the assessment. Documentation should be kept locally, and student privacy should be maintained at all times. Additional documentation on this special circumstance is located on the AK STAR webpage . |
| RMV | Removal | Student left the district before being assessed or there are duplicate student records. |
| PAR | Parent Refusal | Parent refused to allow student to participate in an assessment. Local policy governs how parent refusal is handled. |
| STR | Student Refusal | Student refused to participate in an assessment. |
| NOA | Not Attempted | Student did not meet the item attempted requirements |

Student Reports with Special Circumstance codes

If a student received a valid score for **only** ELA or **only** mathematics, an AK STAR Individual Student Report will be generated but scores will be provided only for the content area the student completed.

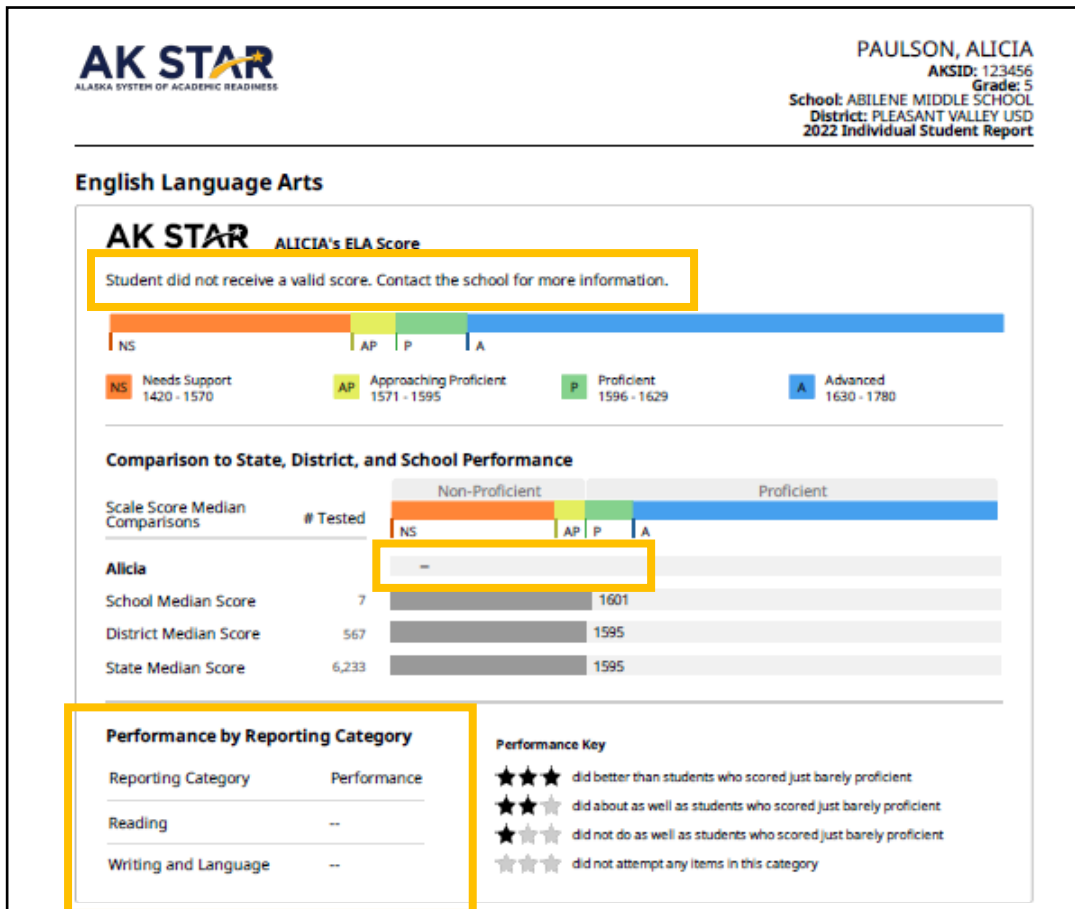
Below shows a student who received a **valid** score.



The content area that was not completed will not have a scale score or performance results for the reporting categories displayed.

If a Special Circumstance code of [INV](#) is assigned to the student test event this statement will be provided:

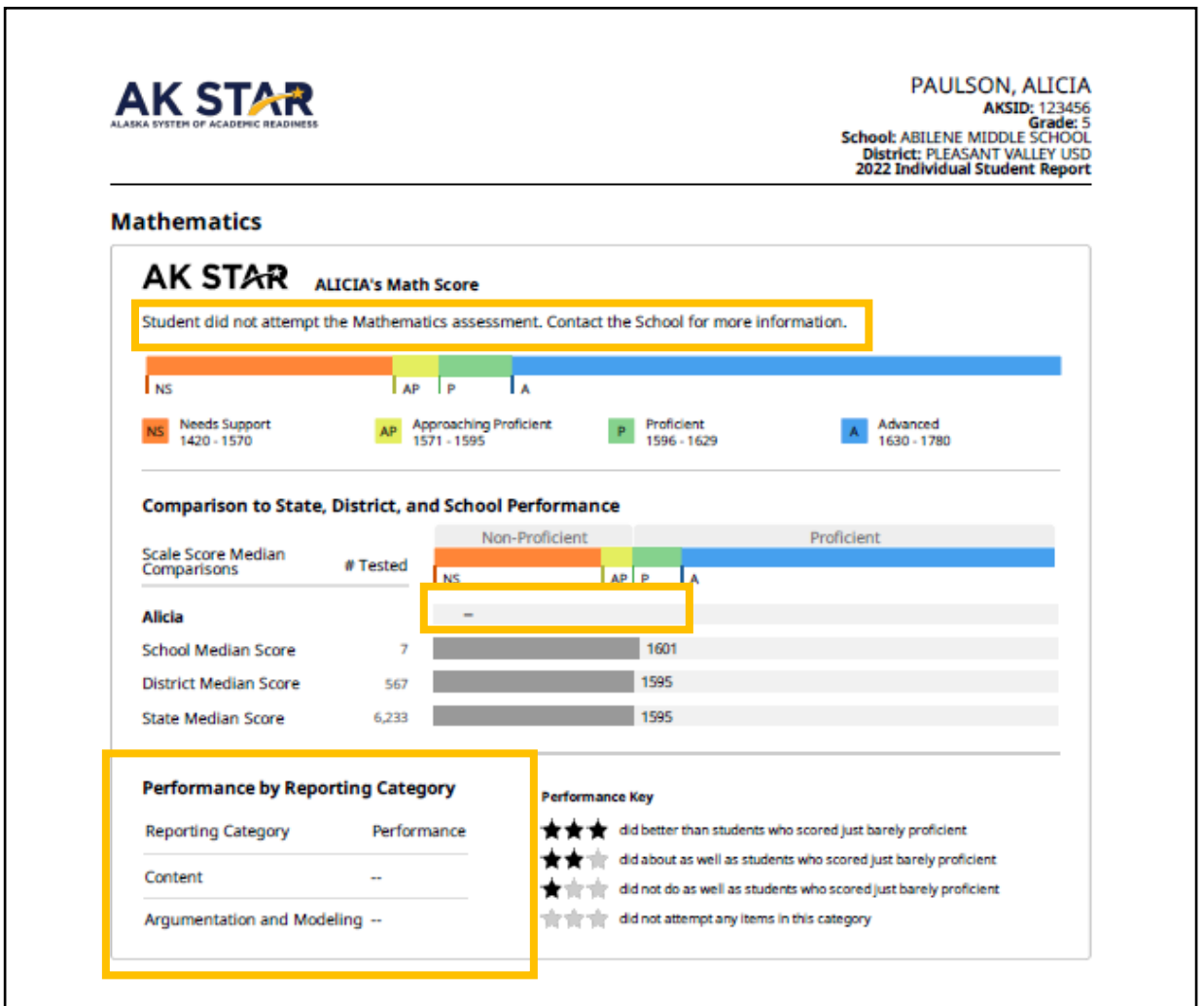
- *Student did not receive a valid score. Contact the School for more information* will be shown for a student whose score was invalidated due to misadministration or a violation of test security. In this case the report will indicate to contact the school for more information. The school should be prepared to explain to the parent why the student did not receive a valid score on that section of the assessment.
- Below shows the same student who did **not** receive a valid score.



If a Special Circumstance code of [EMW](#), [PAR](#), [STR](#), [UTT](#) is assigned to the student test event or the student did not provide 5 or more responses (NOA) this statement will be provided:

- *Student did not attempt the Mathematics (or ELA) assessment. Contact the School for more information* will be shown for any reason that a student did not attempt the test, except when the student’s score was invalidated.

The image below shows **where** this text will be displayed.



Part – 5 Suppression Rules

Data Privacy

DEED employs suppression rules in public reporting to protect student privacy. **Suppression** means not showing results on a report in order to protect student privacy. Summary data at the school, district, and/or state level will not be displayed on publicly available reports when fewer than five students have tested. If fewer than five students tested in a grade level at the school or district - level, the associated report will show *Data not shown to protect student privacy*. On School and District Summary Reports, there are additional suppression rules to guard against reporting assessment data that could be linked to an individual student.

Reporting Validity

For reporting student score results to be included in the aggregated population, the following applies:

1. The test result must **not** have a Removal (RMV) Special Circumstances code.

For student score results to be included in aggregation and/or appear in result reporting, the following applies:

2. The test result must **not** have one of the following assigned Special Circumstance codes: EMW, INV, PAR, STR, UTT.
3. The student must have responded to five or more questions (not attempted = NOA).

These results will appear with codes and/or descriptions instead of numeric score results.

Primary Suppression Rules

Suppression rules are most often applied to assessment results to prevent the linkage of a particular performance level to a specific student. These rules are based on a student population size of five. DEED consults with the U.S. Department of Education's Privacy Technical Assistance Center when unique suppression-related challenges emerge.

DEED uses a multi-step approach to data suppression that considers both the count of students and the distribution of students among the reporting categories.

1. If the count of tested students is less than five, report only the count of students with valid test scores and comparisons on reporting category performance.
2. When the count of tested students is five or higher:
 - a. Report the actual percentages if three or four of the performance levels have students.
 - b. If two of the performance levels have students and:

- i. One of these two performance levels has one or two students, report percentage ranges instead of the actual percentages.
- ii. Both performance levels have at least three students, report the actual percentages.
- c. If only one of the performance levels has students, report percentage ranges instead of the actual percentages.

If a percentage range needs to be reported, the range depends on the count of tested students as defined in [Table 8](#).

Table 8: Reporting Percent Range

| Count of Tested Students | Percentage Range Published |
|--------------------------|----------------------------|
| 5-7 | $\geq 60\%$ or $\leq 40\%$ |
| 8-9 | $\geq 75\%$ or $\leq 25\%$ |
| 10-19 | $\geq 80\%$ or $\leq 20\%$ |
| 20-39 | $\geq 90\%$ or $\leq 10\%$ |
| 40 or more | $\geq 95\%$ or $\leq 5\%$ |

Secondary Suppression Rules

Applying the primary suppression rules sometimes creates a situation where the suppressed value may be determined by using remaining unsuppressed information. Where suppressed values can be identified by simple comparisons to tested counts, the goal is to apply secondary suppression when a value subject to the primary suppression rules may still be determined from remaining unsuppressed information.

In the case where there is only one school/grade/subject combination in a given district which was suppressed based on Primary Suppression rules (above), secondary suppression will be applied to the school/grade/subject combination with the lowest number of assessed students which **was not** subject to Primary Suppression. If two or more schools have the same lowest number of assessed students, all will be suppressed with Secondary Suppression.

Secondary suppression will suppress the scores and performance levels, including median and or mean scores in a similar fashion to primary suppression alone.

Secondary Suppression Example 1

The table below provides an example of secondary suppression applied to a district (District 1) with four schools (Schools A, B, C, and D). An 'X' denotes that primary suppression has been applied.

| Grade | School A | School B | School C | School D | Secondary Suppression needed? |
|-------|----------|----------|----------|----------|-------------------------------|
| 3 | | X | | | Yes |
| 4 | X | | | | Yes |
| 5 | | X | | | Yes |
| 6 | X | | | | Yes |
| 7 | X | X | | | No |
| 8 | X | X | | | No |
| 9 | X | X | | | No |

For District 1, secondary suppression is necessary in grades 3, 4, 5, and 6 because only one school in the district was subject to primary suppression. In each grade 3, 4, 5, and 6, the school – not already subject to primary suppression – with the lowest number of tested students will have data suppressed by the rules of secondary suppression. Secondary suppression is not necessary in grades 7–9 because two schools had suppressed performance following application of the primary suppression rules, and it is not necessary in grade 10 because no schools had data suppressed.

Secondary Suppression Example 2

| Grade | School E | School F | School G | Secondary Suppression needed? |
|-------|----------|----------|----------|-------------------------------|
| 3 | X | | X | No |
| 4 | X | X | X | No |
| 5 | X | X | X | No |
| 6 | | | X | Yes |
| 7 | X | X | | No |
| 8 | X | X | X | No |
| 9 | X | X | X | No |

Example 2 provides an example of a district with three schools (E, F, and G). Secondary suppression is only necessary in grade 6 because grade 6 is the only grade in which just one school was subject to primary suppression. Again, secondary suppression will be applied to the school with the lowest number of tested students not subject to primary suppression.

Appendices

A. [AK STAR Sample Reports](#)

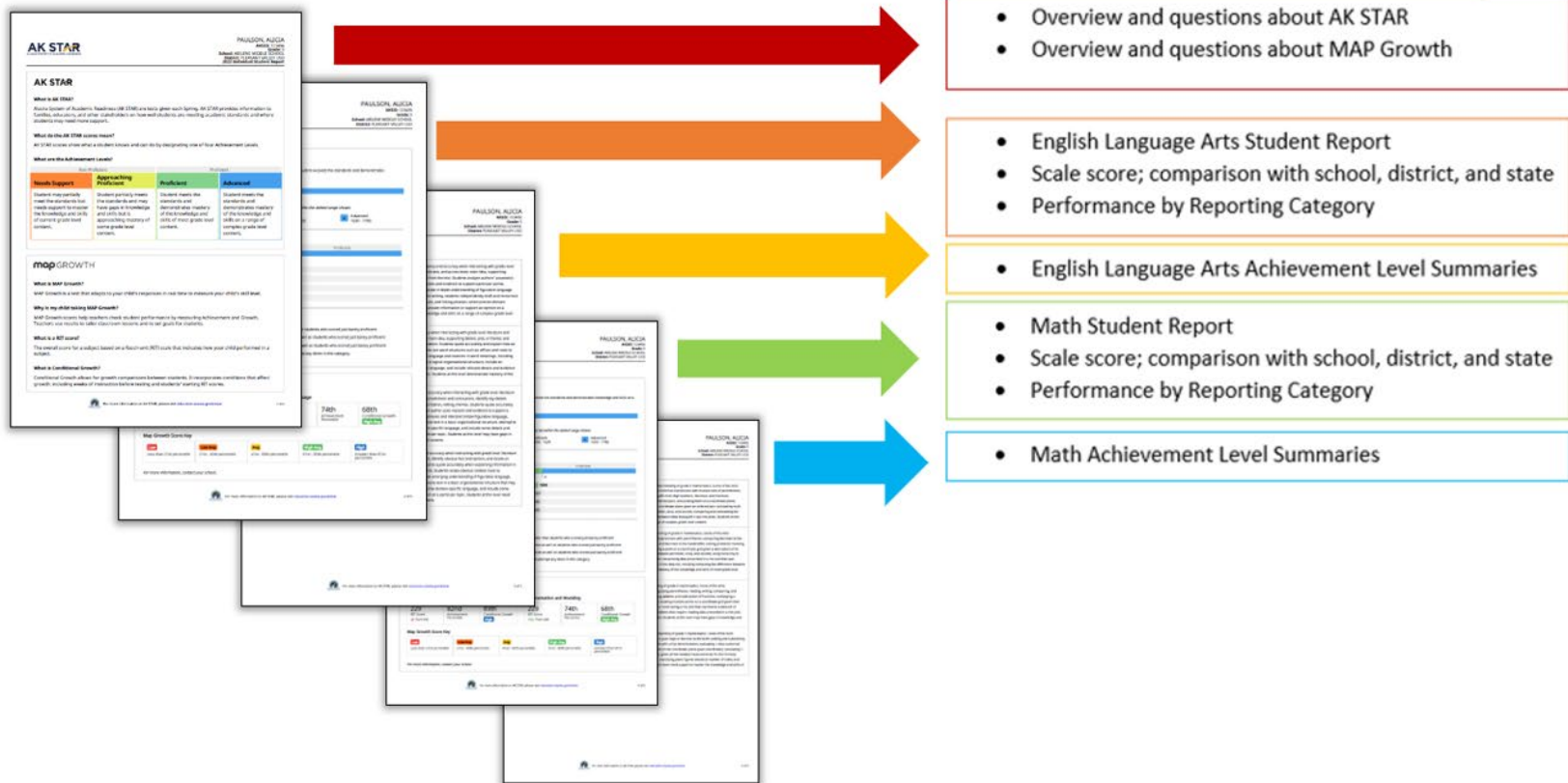
B. [Achievement Level Ranges for ELA and Math](#)

C. [Achievement Level Descriptor \(ALD\) Summary Statements:](#)

- [English Language Arts Achievement Level Descriptors](#)
- [Mathematics Achievement Level Descriptors](#)

Appendix A:
AK STAR Sample Reports

AK STAR Individual Student Report



AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

1 PAULSON, ALICIA
AKSID: 123456
Grade: 5
School: ABILENE MIDDLE SCHOOL
District: PLEASANT VALLEY USD
2022 Individual Student Report

AK STAR **2**

What is AK STAR?
Alaska System of Academic Readiness (AK STAR) are tests given each Spring. AK STAR provides information to families, educators, and other stakeholders on how well students are meeting academic standards and where students may need more support.

What do the AK STAR scores mean?
AK STAR scores show what a student knows and can do by designating one of four Achievement Levels.

What are the Achievement Levels? **3**

| Non-Proficient | | Proficient | |
|---|---|---|---|
| Needs Support | Approaching Proficient | Proficient | Advanced |
| Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content. | Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content. | Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content. | Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content. |


mapGROWTH **4**

What is MAP Growth?
MAP Growth is a test that adapts to your child's responses in real time to measure your child's skill level.

Why is my child taking MAP Growth?
MAP Growth scores help teachers check student performance by measuring Achievement and Growth. Teachers use results to tailor classroom lessons and to set goals for students.

What is a RIT score?
The overall score for a subject based on a Rasch unit (RIT) scale that indicates how your child performed in a subject.

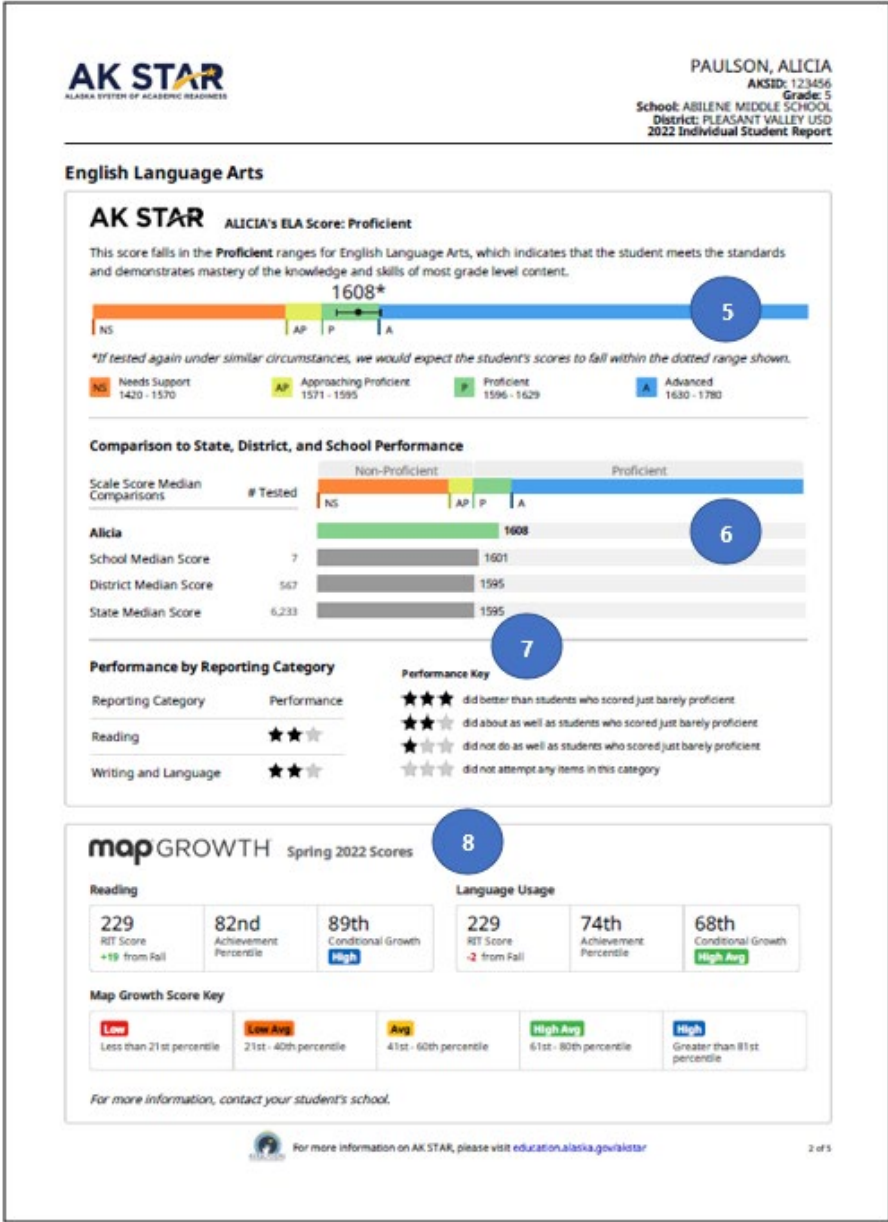
What is Conditional Growth?
Conditional Growth allows for growth comparisons between students. It incorporates conditions that affect growth, including weeks of instruction before testing and students' starting RIT scores.

 For more information on AK STAR, please visit education.alaska.gov/akstar

1 of 5

AK STAR Individual Student Report

- 1** **Report Information:** Student, school, and district information along with the term of administration
Note: this report is confidential and not for distribution to anyone not authorized to have access to the information. The report is a sample and not real student data.
- 2** **AK STAR Introduction:** A short summary of the summative assessment and additional context for interpretation
- 3** **AK STAR Achievement Levels:** A breakdown and generic description of each achievement level applicable to all grade levels
- 4** **Map Growth Introduction:** A short description of the MAP Growth assessments, links for more information, and additional context for interpretation



5

Scale Score section: A short description of the student’s achievement level along with a visual representation of the student’s score - the student’s scale score is above the bar

6

Median Comparison Table: A comparison of the student’s score to the median scores at school, district, and state levels

7

Reporting Category Performance: Student performance measurements in separate reporting categories on a three-star scale (including 0 for not enough items taken)

8

MAP Growth: MAP Growth RIT scores (if available) for related instructional areas, and comparison to the previously taken MAP Growth RIT score



PAULSON, ALICIA
AKSID: 123456
Grade: 5
School: ABILENE MIDDLE SCHOOL
District: PLEASANT VALLEY USD
2022 Individual Student Report

Grade 5 Achievement Level Summaries - English Language Arts

9


| | |
|--|---|
| <p>Advanced 1630 - 1780</p> | <p>Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They paraphrase from a section, whole text, and across texts: main idea, supporting details, plot, or theme; quote accurately and draw complex inferences from the text. Students analyze authors' purpose(s) within and across text(s) and explain in depth how an author uses reasons and evidence to support particular points. Students clarify the meaning of unknown words and phrases, demonstrate in depth understanding of figurative language and nuances in word meanings, including similes and metaphors. When writing, students independently draft and revise text using advanced organizational structure, include an introduction, closure, and linking phrases, select precise domain-specific language, and include relevant details and evidence to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content.</p> |
| <p>Proficient 1596-1629</p> | <p>Students who score at this level demonstrate consistency and accuracy when interacting with grade level literature and informational text. They summarize from a section or text as a whole: main idea, supporting details, plot, or theme, and refer to details when drawing inferences and explaining explicit information. Students quote accurately and explain how an author uses reasons and evidence to support particular points. Students use word structures such as affixes and roots to understand word meanings, demonstrate understanding of figurative language and nuances in word meanings, including similes and metaphors. When writing, students draft and revise text in a logical organizational structure, include an introduction, closure, and linking phrases, use precise domain-specific language, and include relevant details and evidence to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills of most grade level content.</p> |
| <p>Approaching Proficient 1571 - 1595</p> | <p>Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to make logical predictions and conclusions, identify key details related to text, and identify some literary elements (e.g., plot, characterization, setting, theme). Students quote accurately when making basic inferences and they explain in simple terms how an author uses reasons and evidence to support a point. Students determine the meaning of some unknown words and phrases and interpret simple figurative language, including similes and metaphors. When writing, students draft and revise text in a basic organizational structure, attempt to include an introduction, closure, and linking phrases, use some domain-specific language, and include some details and evidence to communicate information or support an opinion on a particular topic. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content.</p> |
| <p>Needs Support 1420 - 1570</p> | <p>Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They recall details and make simple predictions, identify obvious fact and opinion, and locate an explicit main idea. Students state authors' obvious purpose and attempt to quote accurately when explaining information in the text. Students identify some reasons and evidence to support a point. Students locate obvious context clues to determine or clarify the meaning of basic unknown words, demonstrate emerging understanding of figurative language. When writing, students require guidance and resources to draft and revise text in a basic organizational structure that may include an introduction, closure, and linking phrases, attempt to use some domain-specific language, and include some details and evidence to communicate information or support an opinion on a particular topic. Students at this level need support to master the knowledge and skills of current grade level content.</p> |

For more information on AK STAR, please visit education.alaska.gov/akstar

9

Grade Achievement Level Summaries:
These describe the pre-determined levels of achievement for each tested grade level.

***Note:** Annotations 5 - 9 are true for both ELA and Math pages of the Individual Student Report (ISR).*



AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS


PAULSON, ALICIA
AKSID: 123456
Grade: 5
School: ABILENE MIDDLE SCHOOL
District: PLEASANT VALLEY USD
2022 Individual Student Report

Mathematics

AK STAR ALICIA's Math Score: **Proficient**

This score falls in the **Proficient** ranges for Mathematics, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.

1608*



**If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.*

| | | | |
|---|--|---------------------------------------|-------------------------------------|
| NS Needs Support 1420 - 1570 | AP Approaching Proficient 1571 - 1595 | P Proficient 1596 - 1629 | A Advanced 1630 - 1780 |
|---|--|---------------------------------------|-------------------------------------|

Comparison to State, District, and School Performance

| Scale Score Median Comparisons | # Tested | Non-Proficient | | | | Proficient | | | |
|--------------------------------|----------|----------------|----|---|---|------------|----|---|---|
| | | NS | AP | P | A | NS | AP | P | A |
| Alicia | | 1608 | | | | | | | |
| School Median Score | 7 | 1601 | | | | | | | |
| District Median Score | 567 | 1595 | | | | | | | |
| State Median Score | 6,233 | 1595 | | | | | | | |

Performance by Reporting Category

| Reporting Category | Performance | Performance Key |
|----------------------------|-------------|--|
| Content | ★★★ | ★★★ did better than students who scored just barely proficient |
| Argumentation and Modeling | ★★★ | ★★★ did about as well as students who scored just barely proficient |
| | ★★★ | ★★★ did not do as well as students who scored just barely proficient |
| | ★★★ | ★★★ did not attempt any items in this category |


mapGROWTH Spring 2022 Scores

| | | | | | | | |
|--|-----------------------------------|--|------------------------------------|--|-----------------------------------|-----------------------------------|--|
| <p>Content</p> <table border="1" style="width: 100%; text-align: center; font-size: 0.7em;"> <tr> <td>229 RET Score -2 from Fall</td> <td>82nd Achievement Percentile</td> <td>89th Conditional Growth High</td> </tr> </table> | 229 RET Score -2 from Fall | 82nd Achievement Percentile | 89th Conditional Growth High | <p>Argumentation and Modeling</p> <table border="1" style="width: 100%; text-align: center; font-size: 0.7em;"> <tr> <td>229 RET Score +12 from Fall</td> <td>74th Achievement Percentile</td> <td>68th Conditional Growth High Avg</td> </tr> </table> | 229 RET Score +12 from Fall | 74th Achievement Percentile | 68th Conditional Growth High Avg |
| 229 RET Score -2 from Fall | 82nd Achievement Percentile | 89th Conditional Growth High | | | | | |
| 229 RET Score +12 from Fall | 74th Achievement Percentile | 68th Conditional Growth High Avg | | | | | |


Map Growth Score Key

| | | | | |
|---------------------------|------------------------|------------------------|------------------------|------------------------------|
| Low | Low Avg | Avg | High Avg | High |
| Less than 21st percentile | 21st - 40th percentile | 41st - 60th percentile | 61st - 80th percentile | Greater than 81st percentile |

For more information, contact your student's school.

 For more information on AK STAR, please visit education.alaska.gov/akstar

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AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

PAULSON, ALICIA
AKSID: 123456
Grade: 5
School: ABILENE MIDDLE SCHOOL
District: PLEASANT VALLEY USD
2022 Individual Student Report

Grade 5 Achievement Level Summaries - Mathematics

| | |
|--|--|
| Advanced 1630 - 1780 | Students who score at this level demonstrate comprehensive understanding of grade 5 mathematics. Some of the skills demonstrated may include: writing, evaluating, and interpreting numerical expressions with multiple sets of parentheses; reading, writing, comparing, and performing all four operations with multi-digit numbers, decimals, and fractions; generating complex numerical patterns, translating them into ordered pairs, and plotting them on a coordinate plane; identifying and explaining errors in the placement of points on a coordinate plane given an ordered pair; calculating multi-step measurement conversions; identifying applications of perimeter, area, and volume; comparing and contrasting the attributes of two-dimensional figures; and making comparisons between data displayed in two line plots. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient 1596-1629 | Students who score at this level demonstrate thorough understanding of grade 5 mathematics. Some of the skills demonstrated may include: writing, evaluating, and interpreting expressions with parentheses; comparing decimals to the thousandths; multiplying and dividing multi-digit whole numbers and decimals to the hundredths; solving problems involving fractions; generating numerical patterns from given rules; locating a point on a coordinate grid given a description of its location; calculating measurement conversions; distinguishing between perimeter, area, and volume; using hierarchy to identify properties of quadrilaterals; solving problems that require interpreting data presented in a line plot that uses fractions of a unit; and making calculations using multiple values in the data set, including computing the difference between the greatest and least value. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient 1571 - 1595 | Students who score at this level demonstrate partial understanding of grade 5 mathematics. Some of the skills demonstrated may include: writing numerical expressions and applying parentheses; reading, writing, comparing, and multiplying decimals to the hundredths; solving problems involving addition and subtraction of fractions; multiplying a fraction by a whole number; identifying a rule for a given pattern; locating multiple points on a coordinate grid given their coordinates or a description of their location relative to the origin; constructing a line plot that represents a data set of measurements in fractions or mixed numbers; solving simple problems that require reading data presented in a line plot; and identifying the type of data that can be displayed on a line plot. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support 1420 - 1570 | Students who score at this level demonstrate inconsistent understanding of grade 5 mathematics. Some of the skills demonstrated may include: identifying the place value name for a given digit or decimal to the tenth; adding and subtracting decimals to the hundredth; using models to subtract unit fractions with unlike denominators; evaluating 1-step numerical expressions; identifying the next term in a pattern; locating a point on the coordinate plane given coordinates; calculating 1-step conversions of length; calculating a quantity using a formula, given all the needed measurements for the formula; finding the volume of rectangular prisms by counting unit cubes; classifying plane figures based on number of sides; and identifying a line plot among several data displays. Students at this level need support to master the knowledge and skills of current grade level content. |

 For more information on AK STAR, please visit education.alaska.gov/akstar

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AK STAR Dynamic Student Report

Home / Reports / Student Scores / Pleasant Valley... / Abilene Middle / Student Report: Paulson, Alicia

Paulson, Alicia M ELA Report

123456789
2022-23 Winter Assessment

Viewing: Grade 03 ELA

ELA Score
2524 (±20)

ELA Achievement Level
Proficient

Learner demonstrates adequate proficiency in the knowledge and skills necessary at this grade level, as specified in the content standards.

map GROWTH Scores

Reading RIT
229 +19 From Fall

Percentiles
82nd 89th High
Achievement Growth

Language Usage RIT
219 +5 From Fall

Percentiles
62nd 40th Avg
Achievement Growth

2524 Proficient

ELA Reporting Category Scores

| Reading | Writing and Literature |
|---|---|
| ★★★ did better than students who scored just barely proficient | ★★★ did not do as well as students who scored just barely proficient |

Score Levels

Needs Support Approaching Proficient Proficient Advanced

654 1100 1800 2557 2810

8 **6** **7**

nwea Alaska STAR NWEA Privacy Contact

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AK STAR Dynamic Student Report

- 1 **Report Information:** Student, school, and district information along with the term of administration
Note: this report is confidential and not for distribution to anyone not authorized to have access to the information. The report above is a sample and not real student data.
- 2 **Scale Score:** The numeric AK STAR summative scale score
- 3 **Achievement Level:** A short description of the student's achievement level
- 4 **Reporting Category Performance:** Student performance measurements in separate reporting categories on a three-star scale (including 0 for not enough items taken)
- 5 **MAP Growth:** MAP Growth RIT scores (if available) for related instructional areas, and comparison to the previously taken MAP Growth RIT score
- 6 **AK STAR scale score:** A visual representation of the AK STAR scale with the associated cut points between achievement levels
- 7 When viewing the report online, this command allows the user to **download** the image as a PDF document.
- 8 When viewing the report online, this opens an **informational screen** with more detail around scales, achievement levels, reporting categories, and similar information.

AK STAR School Summary Report



1

2022 School Summary Report - Mathematics
 District: LAKE COUNTY UNIFIED SCHOOL DISTRICT
 School: Wilbur Wright School

| | # Students Tested | Mean Score | Median Score | % of Students by Achievement Level | | | |
|-------------------------------------|-------------------|------------|--------------|------------------------------------|-----|-----|-----|
| Wilbur Wright School | 2,058 | 2494 | 3560 | ##% | ##% | ##% | ##% |
| Lake County Unified School District | 7,980 | 2390 | 2330 | ##% | ##% | ##% | ##% |
| State | 160,712 | 2270 | 2270 | ##% | ##% | ##% | ##% |

2

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.

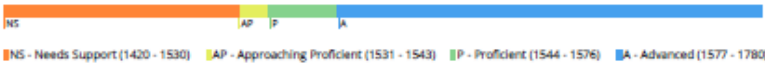
Scale Scores

The number of students and median and mean scale scores are reported at the school level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

Comparisons: District and State

- ↑ did better than the district and state mean for the reporting category
- ≈ did about as well as the district and state mean for the reporting category
- ↓ did not do as well as the district and state mean for the reporting category
- ⊘ did not attempt any items in this category

3



Math Summary by Grade

| Grade | Students Tested | Mean Score | Median Score | % of Students by Achievement Level | Reporting Category | | Comparisons | |
|-------|-----------------|------------|--------------|------------------------------------|----------------------------|-------|-------------|-------|
| | | | | | District | State | District | State |
| 3 | 9,999 | 2404 | 2232 | | Content | ↑ | ↑ | |
| | | | | | Argumentation and Modeling | ↑ | ↓ | |
| 4 | 9,999 | 2404 | 2401 | | Content | ≈ | ≈ | |
| | | | | | Argumentation and Modeling | ≈ | ↑ | |
| 5 | 9,999 | 2404 | 2568 | | Content | ↑ | ↓ | |
| | | | | | Argumentation and Modeling | ↑ | ↓ | |
| 6 | 9,999 | 2404 | 2555 | | Content | ≈ | ↑ | |
| | | | | | Argumentation and Modeling | ↑ | ↑ | |
| 7 | 9,999 | 2404 | 2679 | | Content | ↑ | ↑ | |
| | | | | | Argumentation and Modeling | ≈ | ↑ | |
| 8 | 9,999 | 2404 | 2709 | | Content | ≈ | ↓ | |
| | | | | | Argumentation and Modeling | ≈ | ↑ | |
| 9 | 9,999 | 2404 | 2790 | | Content | ≈ | ≈ | |
| | | | | | Argumentation and Modeling | ↑ | ↓ | |

4



For more information on AK STAR, please visit education.alaska.gov/akstar

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Note: If an expected grade level is missing from a summary report, it indicates that there were no valid student scores reported in that particular grade and subject.

AK STAR School Summary Report

1

Report Information: School and district information along with the term of administration

2

Scale Score Comparison: Compares the number of valid test events in the content area, the mean scores, the median scores, and the % of valid scores in each achievement level across the school, district, and state

3

Reporting Category Comparison Key: A breakdown of symbols and their usage in the report

4

Summary by Grade: Compares the number of valid test events in the content area, the mean scores, the median scores, and the % of valid scores in each achievement level, along with comparisons to state and district performance for each reporting category

AK STAR District Summary Report



2022 District Summary Report - English Language Arts
District: LAKE COUNTY UNIFIED SCHOOL DISTRICT

| | # Students Tested | Mean Score | Median Score | % of Students by Achievement Level | | | |
|-------------------------------------|-------------------|------------|--------------|------------------------------------|-----|-----|-----|
| Lake County Unified School District | 7,980 | 2390 | 2330 | ##% | ##% | ##% | ##% |
| State | 160,712 | 2270 | 2270 | ##% | ##% | ##% | ##% |

Achievement Levels
Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.

Scale Scores
The number of students and median and mean scale scores are reported at the school level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.


Comparisons to State

- ↑ did better than the state mean for the reporting category
- ≈ did about as well as the state mean for the reporting category
- ↓ did not do as well as the state mean for the reporting category
- ∅ did not attempt any items in this category



NS - Needs Support (1420 - 1570) AP - Approaching Proficient (1571 - 1595) P - Proficient (1596 - 1629) A - Advanced (1630 - 1780)

ELA Summary by Grade

| Grade | Students Tested | Mean Score | Median Score | % of Students by Achievement Level | | | | Reporting Category | Comparisons to State |
|-------|-----------------|------------|--------------|--|-----------------------------|-----------------|---------------|----------------------|----------------------|
| 3 | 9,999 | 2404 | 2232 |  | | | | Reading | ↑ |
| | | | | Needs Support: 12% | Approaching Proficient: 25% | Proficient: 47% | Advanced: 15% | Writing and Language | ↓ |
| 4 | 9,999 | 2404 | 2401 |  | | | | Reading | ≈ |
| | | | | Needs Support: 25% | Approaching Proficient: 25% | Proficient: 25% | Advanced: 25% | Writing and Language | ↑ |
| 5 | 9,999 | 2404 | 2568 |  | | | | Reading | ↓ |
| | | | | Needs Support: 1% | Approaching Proficient: 35% | Proficient: 62% | Advanced: 2% | Writing and Language | ↓ |
| 6 | 9,999 | 2404 | 2555 |  | | | | Reading | ↑ |
| | | | | Needs Support: 25% | Approaching Proficient: 25% | Proficient: 25% | Advanced: 25% | Writing and Language | ↑ |
| 7 | 9,999 | 2404 | 2679 |  | | | | Reading | ↑ |
| | | | | Needs Support: 25% | Approaching Proficient: 25% | Proficient: 25% | Advanced: 25% | Writing and Language | ↑ |
| 8 | 9,999 | 2404 | 2709 |  | | | | Reading | ↓ |
| | | | | Needs Support: 25% | Approaching Proficient: 25% | Proficient: 25% | Advanced: 25% | Writing and Language | ↑ |
| 9 | 9,999 | 2404 | 2790 |  | | | | Reading | ≈ |
| | | | | Needs Support: 25% | Approaching Proficient: 25% | Proficient: 25% | Advanced: 25% | Writing and Language | ↓ |



For more information on AK STAR, please visit education.alaska.gov/akstar

1 of 2

Note: If an expected grade level is missing from a summary report, it indicates that there were no valid student scores reported in that particular grade and subject.

AK STAR District Summary Report

1

Report Information: District information along with the term of administration

2

Scale Score Comparison: Compares the number of valid test events in the content area, the mean scores, the median scores, and the % of valid scores in each achievement level between district and state

3

Reporting Category Comparison Key: A breakdown of symbols and their usage in the report

4

Summary by Grade: Compares the number of valid test events in the content area, the mean scores, the median scores, and the % of valid scores in each achievement level, along with comparisons to state level performance for each reporting category

Appendix B:
Achievement Level Ranges

English Language Arts Achievement Level Scale Score Ranges

| | ELA Performance Levels | | | |
|---------|------------------------|------------------------|-------------|-------------|
| | Needs Support | Approaching Proficient | Proficient | Advanced |
| Grade 3 | 1400 – 1565 | 1566 – 1588 | 1589 – 1598 | 1599 – 1720 |
| Grade 4 | 1410 – 1571 | 1572 – 1593 | 1594 – 1611 | 1612 – 1750 |
| Grade 5 | 1420 – 1570 | 1571 – 1595 | 1596 – 1629 | 1630 – 1780 |
| Grade 6 | 1430 – 1573 | 1574 – 1604 | 1605 – 1656 | 1657 – 1800 |
| Grade 7 | 1440 – 1597 | 1598 – 1617 | 1618 – 1653 | 1654 – 1820 |
| Grade 8 | 1450 – 1594 | 1595 – 1621 | 1622 – 1651 | 1652 – 1840 |
| Grade 9 | 1450 – 1599 | 1600 – 1628 | 1629 – 1673 | 1674 – 1850 |

Mathematics Achievement Level Scale Score Ranges

| | Math Performance Levels | | | |
|---------|-------------------------|------------------------|-------------|-------------|
| | Needs Support | Approaching Proficient | Proficient | Advanced |
| Grade 3 | 1400 – 1512 | 1513 – 1527 | 1528 – 1547 | 1548 – 1720 |
| Grade 4 | 1410 – 1525 | 1526 – 1541 | 1542 – 1554 | 1555 – 1750 |
| Grade 5 | 1420 – 1530 | 1531 – 1543 | 1544 – 1576 | 1577 – 1780 |
| Grade 6 | 1430 – 1542 | 1543 – 1565 | 1566 – 1593 | 1594 – 1800 |
| Grade 7 | 1440 – 1551 | 1552 – 1584 | 1585 – 1631 | 1632 – 1820 |
| Grade 8 | 1450 – 1586 | 1587 – 1609 | 1610 – 1643 | 1644 – 1840 |
| Grade 9 | 1450 – 1577 | 1578 – 1604 | 1605 – 1646 | 1647 - 1850 |

Appendix C:

Achievement Level Descriptor (ALD) Summary Statements

English Language Arts Achievement Level Descriptors Grade 3

| Achievement Level | Description |
|-------------------------------|--|
| Advanced | Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They summarize from a section, whole text, and across texts: main idea, central message, supporting details, plot, or theme; and ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. Students analyze authors' purpose(s) and describe in depth how the author connects ideas within and across texts. They demonstrate in depth understanding of nuances in word meanings and distinguish the literal and nonliteral meanings of words and phrases. When writing, students independently draft and revise text using advanced organizational structure, use complex sentences, and select detailed language to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate consistency and accuracy when interacting with grade level literature and informational text. They summarize from a section or whole text: main idea, central message, supporting details, plot, or theme; and answer questions to understand the text, referring explicitly to the text as the basis for answers. Students use reasoning and evidence to interpret authors' purpose(s) within and across text(s). They clarify the meaning of unknown and multiple-meaning words and phrases and distinguish the literal and nonliteral meanings of words and phrases. When writing, students draft and revise text in a logical organizational structure, use complete and correct sentences, and use grade-appropriate language to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to make logical conclusions, identify key details, make predictions, and identify obvious literary elements (e.g., plot, characterization, setting, theme). Students ask and answer basic questions to demonstrate understanding of a text and describe in simple terms how the author connects ideas to support specific points. Students attempt to use context clues to understand word meanings, determine the meaning of unknown words and phrases, and distinguish the literal or nonliteral meanings of words and phrases. When writing, students draft and revise text in a basic organizational structure, use simple and complete sentences, and use some grade-appropriate language to communicate information or support an opinion on a particular topic. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They answer basic questions, recall details, and make simple predictions based on explicit text, identifying obvious fact and opinion, and locating a clearly stated main idea. Students locate authors' obvious purpose and attempt to describe how the author connects ideas. Students use obvious context clues to understand word meanings and attempt to determine or clarify the meaning of basic unknown words. They demonstrate emerging understanding of basic word meanings and attempt to distinguish the literal or nonliteral meanings of words and phrases in context. When writing, students require guidance and resources to draft and revise text in a basic organizational structure, use simple sentences, and attempt to use grade-appropriate language to communicate information or support an opinion on a particular topic. Students at this level need support to master the knowledge and skills of current grade level content. |

English Language Arts Achievement Level Descriptors Grade 4

| Achievement Level | Description |
|-------------------------------|--|
| Advanced | Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They summarize from a section, whole text, and across texts: main idea, supporting details, plot, or theme; and refer to details and examples when explaining what the text says explicitly and when drawing complex inferences. Students analyze authors' purpose(s) within and across text(s). They demonstrate in depth understanding of figurative language and nuances in word meanings and explain in depth the meaning of simple similes and metaphors. When writing, students independently draft and revise text using advanced organizational structure, use complex sentences to include linking words or phrases to connect ideas, and select precise domain-specific language and details to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate consistency and accuracy when interacting with grade level literature and informational text. They summarize from a section or text as a whole: main idea, supporting details, plot, or theme; and refer to details and examples when drawing inferences and explaining explicit information from the text. Students identify author's purpose and connection of ideas within and across texts. Students use evidence to understand word meanings, clarify the meaning of unknown and multiple-meaning words and phrases, demonstrate understanding of figurative language and nuances in word meanings, and explain the meaning of simple similes and metaphors. When writing, students draft and revise text in a logical organizational structure, use complete and correct sentences to include linking words or phrases to connect ideas, and use precise domain-specific language and details to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to make logical conclusions, identify key details, make predictions, and identify obvious literary elements (e.g., plot, conflict, characterization, setting, theme). Students refer to details and examples when drawing basic inferences and explaining explicit information from the text. Students determine the meaning of unknown words and phrases, demonstrate basic understanding of figurative language and nuances in word meanings, and explain the meaning of simple similes or metaphors. When writing, students draft and revise text in a basic organizational structure, use simple and complete sentences with some linking words or phrases to connect ideas, and use some domain-specific language and details to communicate information or support an opinion on a particular topic. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They recall details and make simple predictions, identify obvious fact and opinion, and locate an explicit main idea. Students state authors' obvious purpose and attempt to refer to details and examples in a text when explaining the information in the text. Students demonstrate emerging understanding of basic word meanings and use obvious context clues to understand word meanings. They attempt to determine or clarify the meaning of basic unknown words and explain the meaning of simple similes or metaphors. When writing, students require guidance and resources to draft and revise text in a basic organizational structure, use simple sentences with some linking words or phrases to connect ideas, and attempt to use some domain-specific language and details to communicate information or support an opinion on a particular topic. Students at this level need support to master the knowledge and skills of current grade level content. |

English Language Arts Achievement Level Descriptors Grade 5

| Achievement Level | Description |
|-------------------------------|--|
| Advanced | Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They paraphrase from a section, whole text, and across texts: main idea, supporting details, plot, or theme; quote accurately and draw complex inferences from the text. Students analyze authors' purpose(s) within and across text(s) and explain in depth how an author uses reasons and evidence to support particular points. Students clarify the meaning of unknown words and phrases, demonstrate in depth understanding of figurative language and nuances in word meanings, including similes and metaphors. When writing, students independently draft and revise text using advanced organizational structure, include an introduction, closure, and linking phrases, select precise domain-specific language, and include relevant details and evidence to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate consistency and accuracy when interacting with grade level literature and informational text. They summarize from a section or text as a whole: main idea, supporting details, plot, or theme; and refer to details when drawing inferences and explaining explicit information. Students quote accurately and explain how an author uses reasons and evidence to support particular points. Students use word structures such as affixes and roots to understand word meanings, demonstrate understanding of figurative language and nuances in word meanings, including similes and metaphors. When writing, students draft and revise text in a logical organizational structure, include an introduction, closure, and linking phrases, use precise domain-specific language, and include relevant details and evidence to communicate information or support an opinion on a particular topic. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to make logical predictions and conclusions, identify key details related to text, and identify some literary elements (e.g., plot, characterization, setting, theme). Students quote accurately when making basic inferences and they explain in simple terms how an author uses reasons and evidence to support a point. Students determine the meaning of some unknown words and phrases and interpret simple figurative language, including similes and metaphors. When writing, students draft and revise text in a basic organizational structure, attempt to include an introduction, closure, and linking phrases, use some domain-specific language, and include some details and evidence to communicate information or support an opinion on a particular topic. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They recall details and make simple predictions, identify obvious fact and opinion, and locate an explicit main idea. Students state authors' obvious purpose and attempt to quote accurately when explaining information in the text. Students identify some reasons and evidence to support a point. Students locate obvious context clues to determine or clarify the meaning of basic unknown words, demonstrate emerging understanding of figurative language. When writing, students require guidance and resources to draft and revise text in a basic organizational structure that may include an introduction, closure, and linking phrases, attempt to use some domain-specific language, and include some details and evidence to communicate information or support an opinion on a particular topic. Students at this level need support to master the knowledge and skills of current grade level content. |

English Language Arts Achievement Level Descriptors Grade 6

| Achievement Level | Description |
|-------------------------------|---|
| Advanced | Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They interpret implicit text evidence to quote accurately and make logical conclusions, draw inferences, analyze symbolism, and understand cause and effect relationships. They trace and evaluate in depth the argument and specific claims in a text, seeking claims that are supported by reasons and evidence. Students describe how word relationships, context, and structure lead to intended or precise word meaning. When writing, students independently draft and revise clear and coherent text that includes selective language and conventions, introduce and develop a topic using advanced organizational strategies, and include relevant details and clear evidence to engage a reader in narrative, informative, or opinion writing. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate consistency and accuracy when interacting with grade level literature and informational text. They quote accurately and make logical conclusions, analyze symbolism, make generalizations and predictions, recall cause and effect relationships, and interpret authors' purpose. Students summarize and cite evidence from a section of text or text as a whole to identify main idea, supporting details, plot, subject, or theme, make inferences and connections, and evaluate the argument and specific claims in a text. Students clarify the meaning of unknown words and phrases, demonstrate understanding of figurative language and interpret figures of speech. When writing, students draft and revise clear and coherent text that includes appropriate language and conventions, introduce and develop a topic using organizational strategies, and include relevant details and clear evidence to engage a reader in narrative, informative, or opinion writing. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to quote accurately and make logical conclusions, predictions, and inferences, identify simple cause and effect relationships, identify fact and opinion, and distinguish among literary elements (e.g., plot, characterization, setting, theme). Students use word structures to construct meaning (affixes and roots), determine the meaning of unknown words and phrases, demonstrate understanding of figurative language and nuances in word meanings, and interpret common or familiar figures of speech. When writing, students draft and revise clear text that includes simple language and conventions, introduce and develop a topic using basic organizational strategies, and include some relevant details and evidence to engage a reader in narrative, informative, or opinion writing. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They use explicit evidence to recall key details, make predictions, identify fact and opinion, and make comparisons among text features. Students attempt to cite text evidence to support a basic analysis or draw simple inferences from the text. Students attempt to use basic context clues to determine or clarify the meaning of basic unknown words, demonstrate emerging understanding of figurative language and nuances in word meanings, and interpret common or familiar figures of speech. When writing, students require guidance and support to draft and revise coherent text that includes simple language and conventions, may introduce and develop a topic using basic organizational strategies, and attempt to include some relevant details and evidence to engage a reader in narrative, informative, or opinion writing. Students at this level need support to master the knowledge and skills of current grade level content. |

English Language Arts Achievement Level Descriptors Grade 7

| Achievement Level | Description |
|-------------------------------|---|
| Advanced | Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They interpret implicit text evidence to quote accurately and make logical conclusions, draw inferences, analyze symbolism, and understand complex cause and effect relationships. They trace and evaluate in depth the argument and specific claims in a text, seeking claims that are supported by reasons and evidence. Students describe how word relationships, context, and structure lead to implied, intended or precise word meanings. When writing, students independently draft and revise clear and coherent text that includes selective language and conventions, introduce and preview a topic using advanced organizational strategies and text features, establish significant relationships between ideas, and develop claims with clear evidence to engage a reader in narrative, informative, or opinion writing. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate consistency and accuracy when interacting with grade level literature and informational text. They quote accurately, make logical conclusions, draw inferences, analyze symbolism, recall cause and effect relationships, and interpret authors' purpose. Students cite text evidence to identify main idea, supporting details, plot, and theme, make connections across texts, and evaluate the argument and claims. Students seek evidence to clarify the meaning of unknown words and phrases, demonstrate understanding of figurative language and nuances in word meanings, and interpret figures of speech. When writing, students draft and revise clear and coherent text that includes accurate language and appropriate conventions, introduce and preview a topic using organizational strategies and text features, establish relationships between ideas, and develop claims with clear evidence to engage a reader in narrative, informative, or opinion writing. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to quote accurately, make logical conclusions, draw inferences, identify simple cause and effect relationships, and distinguish among literary elements (e.g., plot, characterization, setting, theme). Students use word structures to construct meaning (affixes and roots), determine the meaning of unknown words and phrases, demonstrate understanding of figurative language, and interpret common figures of speech. When writing, students draft and revise clear text that includes simple language and conventions, introduce and preview a topic using basic organizational strategies and text features, attempt to establish relationships between ideas, and develop claims with some evidence to engage a reader in narrative, informative, or opinion writing. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They recall key details and make predictions based on explicit text, identify fact and opinion, and general plotlines. Students attempt to cite evidence to support a basic analysis of information from the text or inferences drawn from the text. Students use basic context clues to understand word meanings, demonstrate emerging understanding of figurative language and nuances in word meanings, and interpret common figures of speech. When writing, students require guidance and resources to draft and revise coherent text that includes simple language and conventions, may introduce and preview a topic using basic organizational strategies and text features, attempt to establish relationships between ideas, and develop some claims with some evidence to engage a reader in narrative, informative, or opinion writing. Students at this level need support to master the knowledge and skills of current grade level content. |

English Language Arts Achievement Level Descriptors Grade 8

| Achievement Level | Description |
|-------------------------------|--|
| Advanced | Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They interpret implicit text evidence to quote accurately, make logical conclusions, draw inferences, analyze symbolism, and understand complex cause and effect relationships. Students evaluate in depth the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient. Students describe how word relationships, context, and structure lead to implied, intended or precise word meanings. When writing, students independently draft and revise clear, coherent, and engaging text that includes selective language and conventions, use advanced organizational strategies and text features to convey meaning, clarify relationships between ideas, and develop claims with clear evidence to convey information or support a well-constructed argument. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to quote accurately, make logical conclusions, draw inferences, identify simple cause and effect relationships, identify fact and opinion, and distinguish among literary elements (e.g., plot, characterization, setting, theme). Students use word structures to construct meaning (affixes and roots), determine the meaning of unknown words and phrases, demonstrate understanding of figurative language, and interpret common figures of speech. When writing, students draft and revise clear and engaging text that includes simple language and conventions, use basic organizational strategies and text features to convey meaning, attempt to clarify relationships between ideas, and develop claims with some evidence to convey information or support a well-constructed argument. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Approaching Proficient | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They recall key details, identify general plotlines, make predictions, draw inferences, and identify fact and opinion in explicit text. Students attempt to cite evidence that supports a basic analysis of the explicit information from the text. Students attempt to determine or clarify the meaning of basic unknown words, demonstrate emerging understanding of figurative language and nuances in word meanings, and interpret common figures of speech. When writing, students require guidance and resources to draft and revise coherent text that includes simple language and conventions, may use basic organizational strategies and text features to convey meaning, attempt to clarify relationships between ideas, and develop some claims with some evidence to convey information or support a well-constructed argument. Students at this level need support to master the knowledge and skills of current grade level content. |
| Far Below Proficient | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They recall key details, identify general plotlines, make predictions, draw inferences, and identify fact and opinion in explicit text. Students attempt to cite evidence that supports a basic analysis of the explicit information from the text. Students attempt to determine or clarify the meaning of basic unknown words, demonstrate emerging understanding of figurative language and nuances in word meanings, and interpret common figures of speech. When writing, students require guidance and resources to draft and revise coherent text that includes simple language and conventions, may use basic organizational strategies and text features to convey meaning, attempt to clarify relationships between ideas, and develop some claims with some evidence to convey information or support a well-constructed argument. Students at this level need support to master the knowledge and skills of current grade level content. |

English Language Arts Achievement Level Descriptors Grade 9

| Achievement Level | Description |
|------------------------|--|
| Advanced | Students who score at this level demonstrate a high degree of consistency and accuracy when interacting with grade level literature and informational text. They quote accurately, draw conclusions, analyze symbolism, and interpret cause and effect relationships. Students analyze themes and literary elements of multiple texts, including seminal U.S. and world texts, evaluating arguments, assessing reasoning and relevance, and identifying conflicting information. Students clarify the meaning of unknown words and phrases, demonstrate in depth understanding of figurative language and nuances in word meanings, and interpret uncommon figures of speech. When writing, students independently draft and revise clear, coherent, organized, and engaging text that includes selective language and conventions, convey complex relationships between ideas and concepts clearly and accurately, make and support precise claims, and use advanced reasoning and evidence to analyze a substantive topic. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Proficient | Students who score at this level demonstrate consistency and accuracy when interacting with grade level literature and informational text. They use text evidence to draw conclusions, make inferences, analyze symbolism, and identify cause and effect relationships. Students determine themes and literary elements of multiple texts, including seminal U.S. and world texts, to make meaning and evaluate arguments, assessing whether the evidence is relevant and sufficient. Students clarify the meaning of unknown words and phrases, demonstrate understanding of figurative language and nuances in word meanings, and interpret uncommon figures of speech. When writing, students draft and revise clear, coherent, organized, and engaging text that includes well-chosen language and appropriate conventions, convey complex relationships between ideas and concepts clearly and accurately, make and support precise claims, and use valid reasoning and sufficient evidence to analyze a substantive topic. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate limited consistency and accuracy when interacting with grade level literature and informational text. They use explicit text evidence to draw basic conclusions, make inferences and predictions, and identify cause and effect relationships. Students identify themes and literary elements of multiple texts, including seminal U.S. and world texts, to make meaning and evaluate arguments, citing relevant evidence. Students clarify the meaning of unknown words and phrases, demonstrate understanding of figurative language and nuances in word meanings, and interpret unfamiliar figures of speech. When writing, students draft and revise clear, organized, and engaging text that includes simple language and conventions, attempt to convey relationships between ideas and concepts, and make and support claims using reasoning and evidence to analyze a topic. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate minimal consistency and accuracy when interacting with grade level literature and informational text. They use text evidence to support basic conclusions, make inferences and predictions, and identify cause and effect relationships. Students attempt to identify themes and literary elements of multiple texts, making meaning and citing relevant evidence. Students clarify the meaning of unknown words and phrases, demonstrate emerging understanding of figurative language and nuances in word meanings, and interpret common figures of speech. When writing, students require guidance and resources to draft and revise coherent, organized, and engaging text that includes simple language and conventions, may attempt to convey relationships between ideas and concepts, and make and support some claims using reasoning and evidence to analyze a topic. Students at this level need support to master the knowledge and skills of current grade level content. |

Mathematics Achievement Level Descriptors Grade 3

| Achievement Level | Description |
|------------------------|---|
| Advanced | Students who score at this level demonstrate comprehensive understanding of grade 3 mathematics. Some of the skills demonstrated may include: rounding multi-digit whole numbers; multiplying 1-digit whole numbers by multiples of 100; understanding fractional equivalence; recognizing and interpreting mixed numbers; explaining rules for arithmetic patterns; solving and interpreting multistep word problems that represent real-world situations; evaluating and identifying errors in a solution strategy for simple equations; solving equations and measurement problems in which symbols are used for the unknown value; recognizing patterns between area and perimeter; partitioning shapes into equal areas and relating them to fractional parts; and solving multistep problems involving the interpretation of data displays. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate thorough understanding of grade 3 mathematics. Some of the skills demonstrated may include: identifying the rules for arithmetic patterns; rounding whole numbers; multiplying 1-digit whole numbers by multiples of ten; applying strategies to fluently add and subtract whole numbers; understanding fractions and recognizing fractional equivalence; solving 2-step word problems using any of the four operations; generating real world equations and measurement problems in which symbols are used for the unknown value; generating real world equations and measurement problems; performing basic measurements; solving problems related to area; partitioning shapes into equal areas and relating them to unit fractions, and drawing and interpreting scaled data displays. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate partial understanding of grade 3 mathematics. Some of the skills demonstrated may include: identifying place values of digits; multiplying 1-digit numbers; adding and subtracting whole numbers; identifying the fractions associated with partitioned shapes; solving 1-step word problems using all four operations; extending arithmetic patterns; comparing fractions with the same denominator; telling and writing time; measuring length to the nearest whole unit; finding perimeters of polygons; drawing and interpreting unit-scaled data displays. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate inconsistent understanding of grade 3 mathematics. Some of the skills demonstrated may include: adding or subtracting whole numbers up to 100; identifying place value to the hundreds place; identifying fractional parts; solving 1-step word problems using addition and subtraction; identifying rules in given patterns; recognizing subsequent terms as even or odd; recognizing standard and metric units of measure; partitioning symmetrical shapes; measuring by counting unit squares; and identifying the number of data points in a category on a picture graph or scaled bar graph. Students at this level need support to master the knowledge and skills of current grade level content. |

Mathematics Achievement Level Descriptors Grade 4

| Achievement Level | Description |
|-------------------------------|---|
| Advanced | Students who score at this level demonstrate comprehensive understanding of grade 4 mathematics. Some of the skills demonstrated may include: explaining the difference between prime and composite numbers; identifying and evaluating strategies for operating with multi-digit whole numbers; using place value to explain multiplication algorithms; understanding, explaining, and representing fraction equivalence; writing and solving multi-step word problem equations using a letter for the variable; solving multi-step word problems involving fractions; solving multi-step word problems involving measurement conversion; drawing, defining, and interpreting properties of 2-D figures including angle measurements; and solving multi-step word problems involving data displays. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate thorough understanding of grade 4 mathematics. Some of the skills demonstrated may include: explaining the difference between prime and composite numbers; finding and comparing factors and multiples; performing operations with multi-digit whole numbers; understanding and representing place value; explaining calculations when multiplying and dividing; understanding and using fraction equivalence; solving multi-step word problems and equations using a letter for the variable; solving word problems involving fractions; solving 1-step problems involving measurement conversion; drawing, identifying, and classifying properties of 2-D figures including angle measurements; solving 2-step problems involving data displays. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate partial understanding of grade 4 mathematics. Some of the skills demonstrated may include: recognizing multiples and finding factor pairs; operating with whole numbers; rounding numbers to their greatest place value; comparing fractions with like numerators or denominators; recognizing whole number patterns in base ten; solving word problems involving adding and subtracting fractions with like denominators; solving word problems with letters used for variables in which division does not require interpretation of remainders; converting units of measurement; identifying angles with given measures or that fall in a given range of measures; identifying parallel or perpendicular sides in polygons; and solving problems involving addition and subtraction of whole number values when the values are labeled on a number line. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate inconsistent understanding of grade 4 mathematics. Some of the skills demonstrated may include: adding and subtracting problems with up to 3-digit whole numbers; using place value with numbers to 1,000; comparing two fractions between 0 and 1 using the symbols $>$, $=$, or $<$; solving two step word problems with simple multiplication facts; identifying factors of a number in the range 1-100; representing real world problems involving addition or subtraction of fractions using an equation; determining the next figure in a pattern; distinguishing between larger and smaller units of measurement; determining perimeters of rectangles when all sides are labeled; using tiles to calculate area; drawing points and line segments, recognizing symmetry in figures; and identifying a line plot with all tick marks present. Students at this level need support to master the knowledge and skills of current grade level content. |

Mathematics Achievement Level Descriptors Grade 5

| Achievement Level | Description |
|------------------------|--|
| Advanced | Students who score at this level demonstrate comprehensive understanding of grade 5 mathematics. Some of the skills demonstrated may include: writing, evaluating, and interpreting numerical expressions with multiple sets of parentheses; reading, writing, comparing, and performing all four operations with multi-digit numbers, decimals, and fractions; generating complex numerical patterns, translating them into ordered pairs, and plotting them on a coordinate plane; identifying and explaining errors in the placement of points on a coordinate plane given an ordered pair; calculating multi-step measurement conversions; identifying applications of perimeter, area, and volume; comparing and contrasting the attributes of two-dimensional figures; and making comparisons between data displayed in two line plots. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate thorough understanding of grade 5 mathematics. Some of the skills demonstrated may include: writing, evaluating, and interpreting expressions with parentheses; comparing decimals to the thousandths; multiplying and dividing multi-digit whole numbers and decimals to the hundredths; solving problems involving fractions; generating numerical patterns from given rules; locating a point on a coordinate grid given a description of its location; calculating measurement conversions; distinguishing between perimeter, area, and volume; using hierarchy to identify properties of quadrilaterals; solving problems that require interpreting data presented in a line plot that uses fractions of a unit; and making calculations using multiple values in the data set, including computing the difference between the greatest and least value. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate partial understanding of grade 5 mathematics. Some of the skills demonstrated may include: writing numerical expressions and applying parentheses; reading, writing, comparing, and multiplying decimals to the hundredths; solving problems involving addition and subtraction of fractions; multiplying a fraction by a whole number; identifying a rule for a given pattern; locating multiple points on a coordinate grid given their coordinates or a description of their location relative to the origin; constructing a line plot that represents a data set of measurements in fractions or mixed numbers; solving simple problems that require reading data presented in a line plot; and identifying the type of data that can be displayed on a line plot. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate inconsistent understanding of grade 5 mathematics. Some of the skills demonstrated may include: identifying the place value name for a given digit or decimal to the tenth; adding and subtracting decimals to the hundredth; using models to subtract unit fractions with unlike denominators; evaluating 1-step numerical expressions; identifying the next term in a pattern; locating a point on the coordinate plane given coordinates; calculating 1-step conversions of length; calculating a quantity using a formula, given all the needed measurements for the formula; finding the volume of rectangular prisms by counting unit cubes; classifying plane figures based on number of sides; and identifying a line plot among several data displays. Students at this level need support to master the knowledge and skills of current grade level content. |

Mathematics Achievement Level Descriptors Grade 6

| Achievement Level | Description |
|-------------------------------|--|
| Advanced | <p>Students who score at this level demonstrate comprehensive understanding of grade 6 mathematics. Some of the skills demonstrated may include: solving problems involving ratios and rates; interpreting and applying operations to rational numbers; identifying and explaining errors in the placement of points on a coordinate plane given an ordered pair; solving multi-digit multiplication and division of whole numbers, and explaining the quotient in the most reasonable method; reading, writing, evaluating, and comparing expressions with variables and exponents; interpreting expressions, equations, and inequalities; solving multi-step modeling problems that use nonnegative rational numbers; solving multistep word problems involving surface area, area, or volume; and determining and explaining appropriate measures of center and variability for given data. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content.</p> |
| Proficient | <p>Students who score at this level demonstrate thorough understanding of grade 6 mathematics. Some of the skills demonstrated may include: solving unit rate problems; applying operations to the system of rational numbers; identifying the location of points in the coordinate plane with positive and negative rational number coordinates, identifying and explaining the opposite of a number; multiplying and dividing multi-digit whole numbers, expressing the quotient as a whole number, decimal, or fraction, including the correct unit of the problem given the context; reading, writing, and evaluating expressions with variables and exponents; writing inequalities and equivalent expressions; solving real-world problems using nonnegative rational numbers; solving word problems involving surface area, area, and volume; and describing data in terms of shape, center, and spread. Students at this level demonstrate mastery of the knowledge and skills of most grade level content.</p> |
| Approaching Proficient | <p>Students who score at this level demonstrate partial understanding of grade 6 mathematics. Some of the skills demonstrated may include: using equivalent ratios to represent a percent of a quantity as a rate per 100; solving problems involving division of fractions; adding, subtracting, and multiplying whole numbers; ordering positive and negative integers and placing them on a number line; multiplying and dividing multi-digit whole numbers, expressing the quotient as a whole number, decimal, or fraction; reading, writing, and evaluating expressions with variables and writing equivalent expressions; solving a one-step equation requiring multiplication or division of a whole number; solving word problems involving areas of rectangles and triangles and surface areas and volumes of right rectangular prisms; and finding measures of center and variability for given data. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content.</p> |
| Needs Support | <p>Students who score at this level demonstrate inconsistent understanding of grade 6 mathematics. Some of the skills demonstrated may include: simplifying a ratio by dividing both quantities by a common factor; identifying common multiples; recognizing and identifying numbers that are less than 0; ordering positive and negative integers and placing them on a number line; dividing multi-digit whole numbers, expressing remainders as a whole number, decimal, or fraction, but without reference to the context of the problem; reading and writing expressions with variables; solving a one-step equation requiring addition or subtraction of a whole number; solving word problems involving area, surface area, and volume of cubes; and describing differences between uniform and variable data. Students at this level need support to master the knowledge and skills of current grade level content.</p> |

Mathematics Achievement Level Descriptors Grade 7

| Achievement Level | Description |
|-------------------------------|--|
| Advanced | <p>Students who score at this level demonstrate comprehensive understanding of grade 7 mathematics. Some of the skills demonstrated may include: interpreting proportional relationships; converting interchangeably between decimals, fractions, and percent; using rational numbers to solve multi-step problems; creating multiple equivalent linear expressions with one or more variables, which may involve distribution of a negative sign or fraction; creating inequalities with rational coefficients to solve real world or mathematical problems; analyzing properties of geometric figures; solving complex problems involving geometric measurements; drawing interpretive inferences about multiple populations; and calculating an approximate number of times an event is expected to occur given the number of each object in the sample space and the total number of trials. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content.</p> |
| Proficient | <p>Students who score at this level demonstrate thorough understanding of grade 7 mathematics. Some of the skills demonstrated may include: analyzing proportional relationships and solving problems with percentages; converting a percent into a fraction or decimal; operating with rational numbers with fluency; creating an equivalent linear expression with one or more variables which may involve distribution with rational coefficients; creating inequalities with integers or decimals, to solve real world or mathematical problems; describing and constructing geometric figures; solving problems involving geometric measurements; making an inference about a population with an unknown characteristic of interest; and calculating an approximate number of times an event is expected to occur given the probability of an event and the total number of trials. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content.</p> |
| Approaching Proficient | <p>Students who score at this level demonstrate partial understanding of grade 7 mathematics. Some of the skills demonstrated may include: adding and subtracting rational numbers; converting between a fraction and a decimal; adding, subtracting, multiplying, and dividing integers; applying the distributive property when all coefficients are integers; identifying equations with integers or decimals, to solve real world problems; describing the vertices, edges, and faces of a rectangular prism; understanding surface area as the sum of the areas of its six rectangular faces; identifying an appropriate inference based on given data from a random sample; and identifying the approximate number of times an event is expected to occur given the probability of an event and the total number of trials. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content.</p> |
| Needs Support | <p>Students who score at this level demonstrate inconsistent understanding of grade 7 mathematics. Some of the skills demonstrated may include: identifying proportional relationships; converting between decimals and percent's; solving 1-step word problems using positive fractions and decimals; identifying equivalent expressions without variables by applying properties of operations; identifying an equation with integer coefficients to solve real world problems; identifying the vertices, edges, and faces of a rectangular prism; drawing and describing specific polygons; recognizing the difference between prediction and certainty; and choosing between an expected or predicted value and an exact value. Students at this level need support to master the knowledge and skills of current grade level content.</p> |

Mathematics Achievement Level Descriptors Grade 8

| Achievement Level | Description |
|-------------------------------|---|
| Advanced | Students who score at this level demonstrate comprehensive understanding of grade 8 mathematics. Some of the skills demonstrated may include: classifying between rational and irrational numbers; writing fractions to represent repeating decimals; converting interchangeably between decimals, fractions, and percent; interpreting properties of integer exponents and scientific notation; solving systems of linear equations and identifying those with zero, one, or infinitely many solutions; creating a graph to represent linear relationships; characterizing different types of functions; applying the Pythagorean Theorem; using volume formulas; analyzing the equation of the line of best fit to make and justify predictions; and determining the equation for a line of best fit for a scatter plot. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate thorough understanding of grade 8 mathematics. Some of the skills demonstrated may include: interpreting irrational numbers as nonrepeating and nonterminating decimals or as constants such as π (pi); approximating irrational numbers; converting a percent into a fraction or a decimal; applying properties of integer exponents; solving linear equations and systems of linear equations; creating a graph to represent linear relationships described verbally, by a slope-intercept equation, or by a table of values; defining, comparing, and using functions that model linear relationships; understanding and applying the Pythagorean Theorem, volume formulas, and properties of triangles and angles; interpreting the meaning of the correlation coefficient; and identifying an equation for a line of best fit for given data in a scatter plot. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate partial understanding of grade 8 mathematics. Some of the skills demonstrated may include: classifying rational numbers and irrational numbers based on the decimal expansion; converting between a fraction and decimal; expressing quantities using integer exponents; understanding the meaning of equations with two variables and using them to solve problems; creating a graph to represent linear relationships described by a slope-intercept equation where slopes are whole numbers; distinguishing between linear and nonlinear functions; identifying congruence and similarity via transformations; applying the Pythagorean Theorem; interpreting the meaning of the intercept of a linear model that represents bivariate quantitative data; and explaining why one line is a better fit than another to data in a scatter plot. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate inconsistent understanding of grade 8 mathematics. Some of the skills demonstrated may include: recognizing that irrational numbers are different from rational numbers; converting between decimals and percents; understanding exponents as repeated multiplication; representing whole numbers in scientific notation; finding the slope of a line using a graph; identifying whether a relation is a function; recognizing congruence and similarity; using manipulatives to demonstrate that shapes are congruent by performing a single transformation; finding the hypotenuse in a right triangle with sides whose lengths are whole numbers that are Pythagorean triples; interpreting the meaning of the slope of a linear model that represents bivariate quantitative data; identifying a graph that represents a line of best fit for data in a scatter plot. Students at this level need support to master the knowledge and skills of current grade level content. |

Mathematics Achievement Level Descriptors Grade 9

| Achievement Level | Description |
|------------------------|--|
| Advanced | Students who score at this level demonstrate comprehensive understanding of grade 9 mathematics. Some of the skills demonstrated may include: referencing mathematical properties; rewriting complex expressions involving fractional powers with the same base; creating, solving, and graphing linear, exponential, and quadratic equations and inequalities in one variable; creating a system of linear inequalities that represents a real world scenario; multiplying polynomials where at least one is a binomial and the other is 3 or more terms; writing an equation that represents an exponential function; identifying domain and range of a function given as an equation; comparing and combining functions to solve problems; analyzing the intercept and slope of a linear model in terms of the context given the graph of the line; and describing the fit of a linear model on a scatter plot. Students at this level demonstrate mastery of the knowledge and skills on a range of complex grade level content. |
| Proficient | Students who score at this level demonstrate thorough understanding of grade 9 mathematics. Some of the skills demonstrated may include: choosing appropriate quantities and units to solve problems; rewriting expressions involving fractional powers or radicals; identifying, solving, and graphing a system of linear inequalities that represent a real world scenario; writing an exponential equation that represents a real world scenario; multiplying binomials; identifying an equation that matches a verbal description of an exponential function; identifying domain and range of a function given in a graph, table, map, or list; interpreting key features of function graphs and identifying variables of interest; interpreting the intercept and slope of a linear model in terms of the context given the graph of the line; identifying or creating an equation for the line of best fit. Students at this level demonstrate mastery of the knowledge and skills of most grade level content. |
| Approaching Proficient | Students who score at this level demonstrate partial understanding of grade 9 mathematics. Some of the skills demonstrated may include: choosing appropriate unit scales for graphical displays; rewriting expressions involving integer powers with the same base; creating and solving a system of linear equations or inequalities with integer coefficients that represent a real world scenario; multiplying simple binomials; identifying equations that match a simple verbal description; determining whether a relation is a function from a given graph of the relation; understanding domain and range of a function; evaluating functions for given inputs; identifying the constant difference for linear functions and the growth factor for exponential functions; identifying a line of best fit for a scatter plot; interpreting the intercept of a linear model. Students at this level may have gaps in knowledge and skills but are approaching mastery of some grade level content. |
| Needs Support | Students who score at this level demonstrate inconsistent understanding of grade 9 mathematics. Some of the skills demonstrated may include: identifying appropriate units given a situation; identifying equivalent expressions involving positive integer powers with the same base; identifying parts of a linear expression; solving a linear equation where all numbers are integers; identifying the solution to a linear equation or system of equations or inequalities on a graph; multiplying a monomial by a polynomial; identifying an equation that matches a simple verbal description of a linear function in a mathematical context; identifying x as the input of a function and y as the output of a function, given a graph; identifying variables of a function; identifying correct use of function notation; identifying a scatter plot that represents a given description of a relationship. Students at this level need support to master the knowledge and skills of current grade level content. |



Educator Guide to Assessment Reports

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