

SBE Approves New Interim Standards for the Grades 3-8 Mathematics Tests

On October 12, 2006 the State Board of Education approved the following interim academic achievement level ranges (cut scores) for the grades 3-8 mathematics tests.

Revised policy HSP-C-026 provides the interim achievement level ranges (cut scores) for the NCEXTEND2 (EOG) reading assessments (previously adopted) and the new interim NCEXTEND EOG mathematics assessments grades 3-8. Revised policy HSP-C-018 provides achievement level ranges (cut scores) for the end-of-grade tests of reading grades 3-8 (previously adopted), the new interim end-of-grade mathematics achievement level ranges (cut scores) for grades 3-8, and the achievement level ranges (cut scores) for North Carolina Writing Assessments at grades 4, 7, and 10 (previously adopted).

The revised policies are listed on the following pages:

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-026

Policy Title: Interim Achievement Level Ranges for the NCEXTEND2 (EOG) Reading and Mathematics Grades 3-8

Current Policy Date: 10/12/2006

Other Historical Information: 07/13/2006

Statutory Reference: GS 115C-174.11

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The interim achievement level ranges approved by the State Board of Education for the NCEXTEND2 (EOG) in Reading are as follows:

Subject	Grade	Level I	Level II	Level III	Level IV
Reading	3	125-145	146-162	163-172	173-175
	4	123-145	146-161	162-171	172-175
	5	120-144	145-159	160-171	172-176
	6	121-144	145-159	160-173	174-177
	7	122-143	144-159	160-173	174-178
	8	121-143	144-158	159-172	173-178

The interim achievement level ranges approved by the State Board of Education for the NCEXTEND2 (EOG) in Mathematics are as follows:

Subject	Grade	Level I	Level II	Level III	Level IV
Mathematics	3	115-147	148-158	159-167	168-170
	4	120-144	145-158	159-171	172-174
	5	122-143	144-158	159-170	171-174
	6	122-143	144-156	157-174	175-180
	7	117-143	144-155	156-177	178-185
	8	118-143	144-155	156-172	173-185

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-018

Policy Title: Policy delineating achievement level ranges for the North Carolina End-of-Grade Tests in Reading and Mathematics and the North Carolina Writing Assessments at Grades 4, 7, and 10

Current Policy Date: 10/12/2006

Other Historical Information: Previous board dates: 01/10/2002, 05/01/2003, 10/02/2003

Statutory Reference: GS 115C-174.11

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The achievement level ranges approved by the State Board of Education for the North Carolina End-of-Grade Tests in Reading, Mathematics, and the North Carolina Writing Assessments at Grades 4, 7, and 10 are as follows:

Subject/Grade		Level I	Level II	Level III	Level IV
Reading (Prior to 2002-03 school year)	PT3	119-127	128-132	133-144	145-162
	3	115-130	131-140	141-150	151-172
	4	119-134	135-144	145-155	156-174
	5	124-138	139-148	149-158	159-178
	6	128-140	141-151	152-161	162-180
	7	130-144	145-154	155-163	164-183
	8	132-144	145-155	156-165	166-184
	Reading (Starting with 2002-03 school year)	PT3	213-223	224-232	233-244
3		216-229	230-239	240-249	250-272
4		223-235	236-243	244-254	255-275
5		228-238	239-246	247-258	259-277
6		228-241	242-251	252-263	264-283
7		228-242	243-251	252-263	264-287
8		231-243	244-253	254-265	266-290

Subject/Grade		Level I	Level II	Level III	Level IV
Mathematics (Beginning with 2001-02 through 2004-05)	PT3	211-219	220-229	230-239	240-260
	3	218-237	238-245	246-254	255-276
	4	221-239	240-246	247-257	258-285
	5	221-242	243-249	250-259	260-295
	6	228-246	247-253	254-264	265-296
	7	231-249	250-257	258-266	267-307
	8	235-253	254-260	261-271	272-310
Mathematics (Starting with 2005-06 school year)	PT3	-	-	-	-
	3	←311-328	329-338	339-351	352-370→
	4	←319-335	336-344	345-357	358-374→
	5	←326-340	341-350	351-362	363-378→
	6	←328-341	342-351	352-363	364-381→
	7	←332-345	346-354	355-366	367-383→
	8	←332-348	349-356	357-367	368-384→
Subject/Grade		Level I	Level II	Level III	Level IV
Writing	4,7, & 10	4-7	8-11	12-16	17-20

Achievement Level Descriptors North Carolina End-of-Grade Tests

Achievement Level Descriptors—Reading Grade 3 PreTest

Note: To minimize redundancy, the achievement level descriptors at each level do not repeat competencies that are described for a lower achievement level. The students at the higher level can be assumed to have mastered the competencies described for the lower achievement levels.

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at Grade 2. Students show little evidence of applying the reading skills and strategies required to comprehend a variety of second grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at Grade 2. Students typically show evidence of literal comprehension of a variety of second grade level texts, such as fiction, literary and informational

nonfiction, poetry, and drama. Students may also make basic inferences and predictions, draw simple conclusions, and locate information for specific reasons or purposes.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate the grade level reading comprehension skills required in the North Carolina *Standard Course of Study* at Grade 2. Students comprehend a variety of second grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, draw conclusions, compare and contrast, determine main idea, and use and interpret text features and text structures to comprehend.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at Grade 2. Students comprehend with depth of understanding a variety of second grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students interpret information and ideas, comprehend texts that use figurative language, and understand author's decisions and word choice.

Achievement Level Descriptors—Grade 3 Reading EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students show little evidence of applying reading skills and strategies required to comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 3. Students typically show evidence of literal comprehension of a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions, and locate information in a variety of texts, including charts, maps, and diagrams.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 3. Students comprehend a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, predicting outcomes, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students analyze characters, identify problems, and determine meaning of unfamiliar vocabulary.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 3. Students comprehend with depth of understanding a variety of third grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting and integrating information. They apply a more sophisticated understanding of text features and structures to comprehend. Students interpret figurative language and analyze author's word choice.

Achievement Level Descriptors--Grade 4 Reading EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 4. Students typically show evidence of literal comprehension of a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply some knowledge of text structure and make connections to information beyond the text. They may also draw simple conclusions, make predictions, and interpret information in a variety of texts including graphs, charts, and maps.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 4. Students comprehend a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine author's word choice and identify author's purpose. They interpret and analyze text by utilizing skills and strategies such as making inferences, drawing conclusions, comparing and contrasting, and determining main idea. They also use text features and text structures to comprehend. Students examine reasons for characters' actions, integrate information and ideas, and determine meaning of unfamiliar vocabulary.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 4. Students comprehend with depth of understanding a variety of fourth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also interpret figurative language and analyze author's word choice.

Achievement Level Descriptors—Grade 5 Reading EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate a need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 5. Students show little evidence of applying reading skills and strategies required to comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 5. Students typically show evidence of literal comprehension of a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students apply knowledge of text structure to locate information for specific purposes. They may also draw simple conclusions, make basic inferences, identify sequence of events, analyze characters, and interpret information in a variety of texts.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* for grade 5. Students comprehend a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine plot and analyze author's word choice and figurative language. They apply skills and strategies such as predicting, making inferences, drawing conclusions, comparing and contrasting, and making connections to interpret and evaluate text. They also use text features and text structures to comprehend. Students examine reasons for characters' actions, integrate information and ideas, and determine meaning of unfamiliar vocabulary.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina Standard Course of Study for Grade 5. Students comprehend with depth of understanding a variety of fifth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students examine and evaluate relationships. They extend ideas by connecting, synthesizing and integrating information from within the entire text and beyond. They demonstrate a more sophisticated understanding of the text through the inferences and connections they make and the conclusions they draw. Students also determine the effectiveness of figurative language and analyze author's craft.

Achievement Level Descriptors—Grade 6 Reading EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show little to no evidence of reading skills and strategies required to comprehend a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 6. Students typically show evidence of literal comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, show evidence of utilizing text structure, make connections to prior knowledge, and apply strategies such as determining meaning of unfamiliar vocabulary through context clues.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 6. Students show evidence of comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, draw conclusions, and determine author's purpose. Students compare and contrast elements within text and analyze the effect of figurative language, author's craft, and literary elements.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 6. Students show evidence of deep comprehension of a variety of sixth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and examine underlying assumptions. Students compare and contrast elements within and between texts. They also analyze the effect of figurative language, author's craft, and literary elements.

Achievement Level Descriptors—Grade 7 Reading EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show little to no evidence of reading skills and strategies required to comprehend a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 7. Students typically show evidence of literal comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They apply strategies such as determining meaning of unfamiliar vocabulary through context clues. Students may recognize organizational structure and relationships. They make connections within text and examine the purpose of the author.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 7. Students show evidence of comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They infer, draw conclusions, and analyze author's purpose. Students synthesize and apply elements within text to make meaning based on evidence. They analyze literary elements and different points of view.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 7. Students show evidence of deep comprehension of a variety of seventh grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. They integrate and apply information in a variety of situations, as well as consider the implications of figurative language, author's craft, and literary elements.

Achievement Level Descriptors—Grade 8 Reading EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I demonstrate the need to develop the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students show little to no evidence of reading skills and strategies required to comprehend a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate limited reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 8. Students show evidence of literal comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students may also make basic inferences, draw simple conclusions and apply information in text to new situations. They also use context clues to determine meaning of unfamiliar vocabulary and demonstrate initial understanding of the effects of figurative language.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III demonstrate grade level reading comprehension skills as required in the North Carolina *Standard Course of Study* at grade 8. Students show evidence of comprehension of a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students make inferences, draw conclusions, and evaluate author's purpose and stance. They evaluate the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism. Students compare and contrast elements within the text and extend ideas beyond the text.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate an advanced application of the reading comprehension skills required in the North Carolina *Standard Course of Study* at grade 8. Students comprehend with breadth and depth a variety of eighth grade level texts, such as fiction, literary and informational nonfiction, poetry, and drama. Students infer, synthesize, draw conclusions, determine author's purpose, and analyze the impact of details to determine underlying assumptions. Students consistently compare and contrast elements within and between texts. They show evidence of a sophisticated analysis of the effect of literary devices and elements such as figurative language, setting, characterization, irony, dialogue, and symbolism.

Achievement Level Descriptors—Grade 3 Mathematics EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I show minimal conceptual understanding and computational accuracy and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II typically show some evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV commonly show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade three, students develop number sense for whole numbers through 9,999. Students learn multiplication facts and develop fluency with single digit multiplication and division. Third graders compare, order, and represent rational numbers (halves, fourths, thirds, sixths, and eighths) concretely and symbolically. They use appropriate vocabulary to compare, describe, and classify polygons and polyhedra (two- and three- dimensional shapes). Students measure length, capacity, weight, time, and temperature. They identify, create, and extend patterns. In third grade, students read, collect, organize, and display data using a variety of graphs. Third graders use the rectangular coordinate system to graph and identify points. They use symbols to represent unknown quantities in number sentences and to solve simple equations. Students solve problems using a variety of strategies, including listing arrangements and combinations of up to three items. Third graders apply these concepts, as well as those developed in previous years.

Achievement Level Descriptors—Grade 4 Mathematics EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I show minimal conceptual understanding and computational accuracy; and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II typically show some evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract

rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV commonly show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade four, students develop number sense for rational numbers 0.01 through 99,999. They develop fluency with multiplication and division using multi-digit numbers. Fourth graders add and subtract rational numbers (halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers) with like denominators. Students solve problems involving the perimeter of plane figures and the area of rectangles. In fourth grade, students identify, predict, and describe the results of transformations of plane figures. They collect, organize, analyze, and display data using a variety of graphs. Students use range, median, and mode to describe a set of data. Fourth graders design and use simple experiments to investigate, discuss, and describe the probability of an event. Students use symbols to represent simple proportional relationships and solve problems. They use the order of operations to verify and translate mathematical relationships with symbols, words, numbers, and pictures. Fourth-graders apply these concepts as well as those developed in previous years.

Achievement Level Descriptors—Grade 5 Mathematics EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I usually show minimal conceptual understanding and computational accuracy; and often respond with inappropriate answers or procedures. They rarely use problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II typically show some evidence of conceptual understanding and computational accuracy and sometimes respond with appropriate answers or procedures. They demonstrate limited use of problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of

interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV commonly show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade five students develop number sense for rational numbers 0.001 through 999,999. Fifth graders develop fluency in adding, subtracting, comparing and ordering fractions and decimals. They use appropriate tools to identify, estimate, and measure the angles of plane figures, including the sums of interior angles. Students identify, define, and describe the properties of plane figures, including parallelism, perpendicularity, and lengths of sides and diagonals. Students identify, create, generalize, and extend patterns. To solve problems, fifth graders collect, organize, analyze, and display data using a variety of graphs. They use range, median, and mode to describe multiple sets of data. Students use algebraic expressions to solve one-step equations and inequalities. They identify, describe, and analyze situations with constant or varying rates of change. Fifth graders apply these concepts as well as those developed in previous years.

Achievement Level Descriptors—Grade 6 Mathematics EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I lack conceptual understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit inconsistent performance and show limited evidence of conceptual understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade six, students add, subtract, multiply, and divide non-negative rational numbers. Students compare, order, and estimate with rational numbers. They develop fluency in the use of factors, multiples, exponential notation, and prime factorization. Students identify and use properties of plane and three-dimensional figures to solve problems. They develop fluency with counting strategies and solve problems by determining the probability of simple, compound, dependent, and independent events. They simplify algebraic expressions as well as use one- and two-step equations and inequalities to represent relationships and solve problems. They apply grade six concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level Descriptors—Grade 7 Mathematics EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I lack conceptual understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit inconsistent performance and show limited evidence of conceptual understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade seven, students compare, order, estimate, and compute with rational numbers. They solve problems involving similarity, scale drawings, surface area, and volume. Seventh graders graph data and use measures of central tendency and variability to describe and analyze sets of data. They use multiple representations to investigate linear relationships. Students use linear equations and inequalities, ratios, proportions, and percents to represent relationships and solve problems. They apply grade seven concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level Descriptors—Grade 8 Mathematics EOG Tests

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I lack conceptual understanding and computational accuracy. They frequently respond with inappropriate answers or procedures. They seldom use problem-solving strategies.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit inconsistent performance and show limited evidence of conceptual understanding. They have difficulty applying problem-solving strategies in unfamiliar situations.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III generally show conceptual understanding, compute accurately, and respond with appropriate answers or procedures. They use a variety of problem-solving strategies.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV show a high level of conceptual understanding, compute accurately, and respond consistently with appropriate answers or procedures. They demonstrate flexibility by using a variety of problem-solving strategies.

In grade eight, students develop the concept of and make estimates with irrational numbers. Students use the Pythagorean Theorem and apply concepts of indirect measurement to solve problems. Eighth graders represent data on graphs and approximate lines of best fit for scatter plots. Students develop an understanding of functions and write equations for linear relationships. They use linear equations and inequalities to solve problems and justify solutions. They apply grade eight concepts as well as those developed in previous years to solve relevant and authentic problems.

Achievement Level Descriptors—Grade 4 Writing Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task and provide some sense of story. The narrative lacks a sense of logical progression, the topic/subject is not developed, and there is a lack of control of organizational structure and details. The students display an insufficient knowledge of vocabulary and skills in conventions necessary to be successful at the next grade level.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II have unevenly developed narratives with some lapses in the logical progression and the connections between and among ideas. There are some inappropriate and/or sparse details and elaboration provided and readability may detract and/or interfere with the focus on the topic/subject of the narrative. The students display a lack of ability to appropriately use vocabulary and conventions and are minimally prepared to be successful at the next grade level.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III have effectively employed a strategy that connects the beginning, middle, and end of the narrative. The ideas presented are relevant and the elaboration is sufficient, resulting in a reasonable sense of completeness. The students display an appropriate use of vocabulary and conventions and are well prepared for the next grade level.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV have effectively crafted a narrative that demonstrates a strong sense of story that progresses logically from one developed idea to another, resulting in a sense of overall completeness. The students display a skillful use of precise and purposeful vocabulary clearly beyond that required to be proficient at grade level work.

Achievement Level Descriptors—Grade 7 Writing Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is a lack of support for the ideas presented and little or no organization or focus on the topic/subject. The students display a lack of minimal sentence fluency and use inappropriate vocabulary and skills in conventions necessary to be successful at the next grade level.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II demonstrate some organization and support for the ideas presented, but may lapse into a loss of focus on the topic/subject when the support or elaboration is sparse or incomplete. The students display limited vocabulary and sentence fluency and are minimally prepared to be successful at the next grade level.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III provide some specific, relevant details in support of the topic/subject and sufficiently elaborated details progress logically. The students employ the use of a variety of sentence structures and vocabulary appropriate to the purpose, audience, and context of the task and are well prepared for the next grade level.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV provide well developed elaboration supporting the topic/subject and have skillfully crafted a logical, fluid, progression of ideas through the use of complex strategies of development. The students use language skillfully and effectively clearly beyond that required to be proficient at grade level work.

Achievement Level Descriptors—Grade 10 Writing Assessment

Achievement Level I:

Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.

Students performing at Achievement Level I have made an attempt to address the task but there is weak, inconsistent, or little or no sense of progression from one idea to another, resulting in a loss of focus on the topic/subject. Little or no relevant details are present that support the topic/subject. The students display a lack of minimal knowledge of sentence structure, usage, spelling, and punctuation necessary to be successful at the next grade level.

Achievement Level II:

Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.

Students performing at Achievement Level II exhibit some sense of control of the purpose, audience, and context of the response. An organizational structure establishing minimal relatedness between and among ideas and/or events impacts logical progression and a few general or unelaborated details are present. The students display patterns of errors in conventions and are minimally prepared to be successful at the next grade level.

Achievement Level III:

Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

Students performing at Achievement Level III maintain consistent control of the purpose, audience, and context of the response. A sense of organization, a logical progression of ideas, and sufficiently developed support and elaboration are present. Students display a consistent control of conventions and style and are well prepared for the next grade level.

Achievement Level IV:

Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Students performing at Achievement Level IV demonstrate the use of higher order thinking skills in presenting a unified progression of ideas while examining the relationships between and among those ideas. In-depth support and elaboration is shown through the use of precise, appropriate language. Students display a skillful use of conventions and style clearly beyond that required to be proficient at grade level work.