

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

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-029

Policy Title: Interim Achievement Level Ranges for the NCEXTEND1 Alternate Assessment

Current Policy Date: ~~06/07/2007~~07/01/2008

Other Historical Information: ~~None~~06/07/2007

Statutory Reference: GS 115C-174.11

Administrative Procedures Act (APA) Reference Number and Category:

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The interim achievement level ranges approved by the State Board of Education for the *NCEXTEND1* alternate assessment are as follows:

Subject	Grades	Level I	Level II	Level III	Level IV
Reading	3-8,10 <u>10</u>	4-6 0-7	7-10 8-17	11-14 18-25	15-16 26-30
Mathematics	3-8,10 <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u>	4-6 0-9 <u>0-7</u> <u>0-7</u> <u>0-7</u> <u>0-7</u> <u>0-7</u> <u>0-5</u>	7-10 10-19 <u>8-15</u> <u>8-15</u> <u>8-15</u> <u>8-17</u> <u>8-15</u> <u>6-13</u>	11-14 20-27 <u>16-23</u> <u>16-25</u> <u>16-25</u> <u>18-25</u> <u>16-25</u> <u>14-23</u>	15-16 28-30 <u>24-30</u> <u>26-30</u> <u>26-30</u> <u>26-30</u> <u>26-30</u> <u>24-30</u>
Writing	4, 7, & 10	4-6 0-1	7-10 2-5	11-14 6-11	15-16 12-14

NCEXTEND1 Interim Generic Achievement Level Descriptors

English Language Arts (Reading Grades 3-8 & 10)

Achievement Level I

Students performing at this level do not demonstrate mastery of the NCSCS Extended Content Standards in English language arts.

Achievement Level II

Students performing at this level inconsistently demonstrate mastery of the NCSCS Extended Content Standards in English language arts.

Achievement Level III

Students performing at this level often demonstrate mastery of the NCSCS Extended Content Standards in English language arts.

Achievement Level IV

Students performing at this level consistently demonstrate mastery of the NCSCS Extended Content Standards in English language arts.

NCEXTEND1 Grade 10 Reading Interim Achievement Level Descriptors**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 do not demonstrate grade level reading skills required in the North Carolina Extended Content Standards at Grade 10. Students show little to no evidence of reading skills and strategies required to comprehend expressive, informational, and argumentative world texts/events.

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 successfully at the next grade level.

Students performing at Achievement Level II inconsistently demonstrate grade level reading skills required in the North Carolina Extended Content Standards at Grade 10. Students rarely show evidence of comprehension of expressive, informational, and argumentative world texts/events. They inconsistently explore problems/solutions, cause/effect, and their relationships in the world and across texts. Students rarely identify relationships among events, ideas, concepts, and/or criteria while using visual representations to increase the understanding 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 consistently demonstrate grade level reading skills required in the North Carolina Extended Content Standards at Grade 10. Students show

evidence of comprehension of a variety of expressive, informational, and argumentative world texts/events. They determine problems/solutions, cause/effect, and their relationships in the world and across texts. Students examine relationships of events, ideas, concepts, and/or criteria while using visual representations to increase the understanding of texts.

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 reading skills beyond those required in the North Carolina Extended Content Standards at Grade 10. Students comprehend a variety of expressive, informational, and argumentative world texts/events. They evaluate problems/solutions, cause/effect, and their relationships in the world and across texts. They analyze relationships of events, ideas, concepts, and/or criteria while using visual representations to increase the understanding of texts.

Mathematics Grades 3-8 and 10NCEXTEND1 Grade 3 Mathematics Interim Achievement Level Descriptors

Achievement Level I

~~Students performing at this level do not demonstrate mastery of the NCSCS Extended Content Standards in mathematics.~~

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 this level demonstrate emerging number sense for whole numbers and for part-whole relationships. They may demonstrate the effects of addition and subtraction (more and less) with manipulatives. They rarely use measurement tools and/or methods. They can match shapes. They do not locate objects/points on a grid. They sometimes can display simple personally relevant data. They match patterns. They rarely match equal sets of manipulatives.

Achievement Level II

~~Students performing at this level inconsistently demonstrate mastery of the NCSCS Extended Content Standards in mathematics.~~

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 this level demonstrate limited number sense for whole numbers (0-999) and for part-whole relationships. They sometimes add and subtract numbers correctly with or without manipulatives. They demonstrate limited use of measurement tools and/or methods. They can sort by shape and other physical attributes. They inconsistently locate objects/points on a grid. They display data. They rarely create different ordered arrangements using manipulatives. They inconsistently replicate patterns. They match equal sets of manipulatives.

Achievement Level III

~~Students performing at this level often demonstrate mastery of the NCSCS Extended Content Standards in mathematics.~~

~~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 this level demonstrate number sense for whole numbers (0-999) and for part-whole relationships. They consistently add and subtract numbers correctly with or without manipulatives. They consistently demonstrate ability to use measurement tools and/or methods. They can describe and classify shapes. They consistently locate objects/points on a grid. They organize and display data. They use manipulatives to create different ordered arrangements. They consistently replicate patterns. They model equality using sets of manipulatives.~~

Achievement Level IV

~~Students performing at this level consistently demonstrate mastery of the NCSCS Extended Content Standards in mathematics.~~

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

~~Students performing at this level can represent whole numbers (0-999) and part-whole relationships in multiple forms. They fluently add and subtract numbers correctly with or without manipulatives. They consistently choose the appropriate measurement tools and/or methods, and use them effectively. They can compare, describe, and classify shapes. They consistently locate points on a grid and follow the path between given points. They collect, organize, and display data to solve problems. They use manipulatives to create different ordered and unordered arrangements. They consistently identify and extend patterns. They model equality using number sentences.~~

NCEXTEND1 Grade 4 Mathematics Interim Achievement Level Descriptors

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 this level demonstrate emerging number sense for rational numbers and for part-whole relationships. They cannot solve problems using addition or subtraction correctly with or without manipulatives. They can match objects to a specific location on a grid. They identify lines in parallel or perpendicular placements. They rarely identify translations of figures in a plane. They can display simple personally relevant data. They can sometimes replicate patterns. They rarely model simple number sentences.~~

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 this level demonstrate limited number sense for rational numbers and for part-whole relationships. They sometimes solve problems using addition or subtraction correctly with or without manipulatives. They can inconsistently find area and perimeter with or without manipulatives. They sometimes correctly place objects on a specific location on a grid. They identify lines in parallel and perpendicular placements. They can demonstrate model translations of figures in a plane. They show limited success when organizing and displaying data. They can replicate patterns. They model simple number sentences with difficulty.

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 this level demonstrate number sense for rational numbers and for part-whole relationships. They can represent rational numbers and compare part-whole relationships in multiple forms. They consistently solve problems using addition or subtraction correctly with or without manipulatives. They can consistently find area and perimeter with or without manipulatives. They consistently place objects on a specific location on a grid. They position lines in parallel and perpendicular placements. They can demonstrate model translations and reflections of figures in a plane. They successfully collect, organize, and display data. They consistently extend patterns. They model simple number sentences.

Achievement Level IV

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

Students performing at this level demonstrate number sense for rational numbers and for part-whole relationships. They can represent rational numbers and compare part-whole relationships in multiple forms. They select strategies to solve problems using addition or subtraction correctly with or without manipulatives. They can consistently solve problems involving area and perimeter with or without manipulatives. They consistently use coordinates to find specific locations on a grid. They create parallel and perpendicular lines. They can demonstrate model translations, reflections, and rotations of figures in a plane. They successfully collect, organize, and display data to solve problems. They can describe the likelihood of events. They consistently create and extend patterns. They create simple number sentences.

NCEXTEND1 Grade 5 Mathematics Interim Achievement Level Descriptors

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 this level demonstrate emerging number sense for rational numbers and for part-whole relationships. They rarely add or subtract correctly with or without manipulatives. They are not successful when identifying and measuring angles, or identifying

polygons. They have limited success organizing and displaying simple data. They can sometimes replicate patterns. They seldom recognize constant and varying rates of change.

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 this level demonstrate limited number sense for rational numbers and for part-whole relationships. They sometimes solve problems using addition or subtraction correctly with or without manipulatives. They are not consistent when identifying and measuring angles, or identifying polygons. They have limited success organizing and displaying data, and can sometimes find the mode of a set of data. They can replicate patterns. They inconsistently recognize constant and varying rates of change.

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 this level demonstrate number sense for rational numbers and for part-whole relationships. They can represent rational numbers and compare part-whole relationships in multiple forms. They consistently solve problems using addition or subtraction correctly with or without manipulatives. They consistently identify and measure angles. They can identify and describe a variety of polygons and demonstrate polygons with rotational symmetry. They successfully collect, organize, and display data, and consistently find the mode of a set of data. They consistently extend patterns. They can recognize constant and varying rates of change.

Achievement Level IV

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

Students performing at this level demonstrate fluency with adding to and taking away from numbers and forming equal grouping. They show flexibility in solving problems by selecting strategies. They successfully identify and measure angles. They can identify and describe a variety of polygons and demonstrate polygons with rotational symmetry. They consistently identify examples of parallelism and perpendicularity in the environment. They successfully collect, organize, and display data to solve problems. They consistently extend a variety of patterns. They can recognize and describe constant and varying rates of change.

NCEXTEND1 Grade 6 Mathematics Interim Achievement Level Descriptors

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 this level demonstrate emerging number sense for rational numbers. They rarely correctly estimate and measure weight and mass of three-dimensional figures. They rarely identify the center, radii, diameters, and chords of a circle. They have limited success describing the likelihood of an event (certain, impossible, more likely, less likely). They inconsistently replicate patterns. They seldom solve simple one-step equations.

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 this level demonstrate limited number sense for some types of rational numbers. They can estimate and measure weight and mass of three-dimensional figures with limited success. They sometimes solve area, circumference, and perimeter problems. They inconsistently identify the center, radii, diameters, and chords of a circle. They have limited success describing the likelihood of an event (certain, impossible, more likely, less likely). They can rarely demonstrate different ordered and unordered arrangements of items. They can sometimes demonstrate commutative and identity properties of addition and multiplication. They can sometimes extend patterns. They inconsistently solve simple one-step equations.

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 this level demonstrate number sense for all types of rational numbers. They can estimate and measure weight and mass of three-dimensional figures. They consistently solve area, circumference, and perimeter problems. They can identify the center, radii, diameters, and chords of a circle. They consistently describe the likelihood of an event (certain, impossible, more likely, less likely). They can demonstrate different ordered and unordered arrangements of items. They can demonstrate commutative and identity properties of addition and multiplication. They can extend patterns. They consistently solve simple one-step equations.

Achievement Level IV

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

Students performing at this level demonstrate fluency with adding to and taking away from numbers and forming equal grouping. They can represent all types of rational numbers in multiple forms. They show flexibility in solving problems by selecting strategies. They can estimate and measure weight and mass of a variety of three-dimensional figures. They successfully solve area, circumference, and perimeter problems. They can solve problems involving the center, radii, diameters, and chords of a circle. They consistently describe the likelihood of an event (certain, impossible, more likely, less likely). They can demonstrate different ordered and unordered arrangements of items. They can demonstrate commutative and identity properties of addition and multiplication. They consistently extend a variety of patterns. They very successfully solve simple one-step equations.

NCEXTEND1 Grade 7 Mathematics Interim Achievement Level Descriptors

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 this level rarely identify simple relationships in which a change in one quantity relates to change in a second quantity. They rarely identify volume or surface area. They rarely recognize familiar objects from scale drawings. They can identify few aspects of three-dimensional objects. They sometimes recognize congruent three-dimensional figures. They can add relevant data to a simple display. They rarely demonstrate simple patterns (emphasize relation [set of ordered pairs] and function). They rarely solve one-step equations.

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 this level can identify simple relationships in which a change in one quantity relates to change in a second quantity. They can identify volume or surface area. They can recognize familiar objects from scale drawings. They can identify some aspects of three-dimensional objects. They can recognize congruent three-dimensional figures. They can add to a data display. They have difficulty demonstrating simple patterns (emphasize relation [set of ordered pairs] and function). They sometimes solve one-step equations.

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 this level can identify relationships in which a change in one quantity relates to change in a second quantity. They consistently solve problems involving volume and surface area. They can recognize objects from scale drawings. They can identify three-dimensional objects from different perspectives. They can consistently identify congruent and symmetric three-dimensional figures. They successfully collect, organize, and display data. They consistently demonstrate patterns (emphasize relation [set of ordered pairs] and function). They consistently solve one-step equations.

Achievement Level IV

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

Students performing at this level can identify complex relationships in which a change in one quantity relates to change in a second quantity. They consistently solve problems involving volume and surface area. They can recognize a variety of objects from scale drawings. They can identify three-dimensional objects from different perspectives. They can consistently

identify congruent and symmetric three-dimensional figures in a variety of orientations. They successfully collect, organize, and display data to solve problems. They consistently extend patterns (emphasize relation [set of ordered pairs] and function). They consistently solve one-step equations.

NCEXTEND1 Grade 8 Interim Mathematics Achievement Level Descriptors

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 this level have little success solving mathematical problems. They rarely identify dilations (stretching and shrinking). They can usually add relevant data to a simple display. They rarely demonstrate patterns (emphasizing relation [set of ordered pairs] and function). They rarely solve one-step equations correctly. They seldom recognize and describe constant and varying rates of change.

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 this level have limited success solving mathematical problems by selecting strategies and using appropriate technology. They sometimes identify dilations (stretching and shrinking). They can collect and display data using scatter plots and other graphs. They sometimes demonstrate patterns (emphasizing relation [set of ordered pairs] and function). They have limited success solving one-step equations. They inconsistently recognize and describe constant and varying rates of change.

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 this level demonstrate flexibility in solving mathematical problems by selecting strategies and using appropriate technology. They consistently identify and predict dilations (stretching and shrinking). They can collect and display data using scatter plots and other graphs. They consistently demonstrate patterns (emphasizing relation [set of ordered pairs] and function). They consistently solve one-step equations. They can recognize and describe constant and varying rates of change.

Achievement Level IV

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

Students performing at this level demonstrate flexibility in solving a variety of mathematical problems by selecting strategies and using appropriate technology. They can recognize how

changing one dimension of a figure affects area, perimeter, or volume. They consistently identify, predict, describe, and illustrate dilations (stretching and shrinking). They can collect and display data using scatter plots and other graphs to solve problems. They consistently extend patterns (emphasizing relation [set of ordered pairs] and function). They very successfully solve one-step equations. They consistently recognize and describe constant and varying rates of change.

NCEXTEND1 Grade 10 Mathematics Interim Achievement Level Descriptors

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 this level have little success solving mathematical problems. They are rarely able to solve problems using two- and three-dimensional shapes, including perimeter, area, and volume. They can demonstrate transformations of figures in a plane. They can usually add relevant data to a simple display. They seldom solve one- or two-step equations correctly.

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 this level have limited success solving mathematical problems by selecting strategies and using appropriate technology. They sometimes correctly solve problems using two- and three-dimensional shapes, including perimeter, area, and volume. They inconsistently demonstrate transformations of figures in a plane. They can organize and display data. They can solve one-step equations and have limited success solving two-step equations.

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 this level demonstrate flexibility in solving mathematical problems by selecting strategies and using appropriate technology. They consistently solve problems using two- and three-dimensional shapes, including perimeter, area, and volume. They can demonstrate transformations of figures in a plane. They use graphs and data to solve problems. They consistently solve two-step equations.

Achievement Level IV

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

Students performing at this level demonstrate flexibility in solving a variety of mathematical problems by selecting strategies and using appropriate technology. They consistently solve problems using two- and three-dimensional shapes, including perimeter, area, and volume. They

can demonstrate and model transformations of figures in a plane. They can describe, compare, and classify geometric figures. They use graphs and data to solve a variety of problems. They successfully solve and create two-step equations.

English Language Arts (Writing Grades 4, 7, & 10) NEXTEND1 Grade 4 Writing Assessment Achievement Level Descriptors

Achievement Level I

~~Students performing at this level do not demonstrate mastery of the NCSCS Extended Content Standards in English language arts.~~

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 do not demonstrate grade level writing skills specified in the *North Carolina Extended Content Standards* at Grade 4. Students provide little to no evidence of using the strategies and skills necessary to create a written narrative. They demonstrate little to no understanding of conventions (grammar, usage, and mechanics).

Achievement Level II

~~Students performing at this level inconsistently demonstrate mastery of the NCSCS Extended Content Standards in English language arts.~~

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

Students performing at Achievement Level II inconsistently demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 4. Students provide limited evidence of using the strategies and skills necessary to create a written narrative. They demonstrate an occasional understanding of conventions (grammar, usage, and mechanics).

Achievement Level III

~~Students performing at this level often demonstrate mastery of the NCSCS Extended Content Standards in English language arts.~~

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 consistently demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 4. Students provide evidence of using the strategies and skills necessary to create a written narrative. They demonstrate an understanding of conventions (grammar, usage, and mechanics).

Achievement Level IV

~~Students performing at this level consistently demonstrate mastery of the NCSCS Extended Content Standards in English language arts.~~

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

Students performing at Achievement Level IV consistently demonstrate writing skills beyond those specified in the *North Carolina Extended Content Standards* at Grade 4. Students utilize the strategies and skills necessary to create a written narrative. They demonstrate an understanding and application of conventions (grammar, usage, and mechanics). They apply vocabulary knowledge by using new words.

NCEXTEND1 Grade 7 Writing Assessment Achievement Level Descriptors

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 do not demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 7. Students provide little to no evidence of writing strategies and skills necessary to express, explore, or support a preference, opinion or argument. They demonstrate little to no understanding of conventions (grammar, usage, and mechanics).

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 successfully at the next grade level.

Students performing at Achievement Level II inconsistently demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 7. Students provide limited evidence of expressing, exploring, and supporting a preference, opinion or argument. They demonstrate an occasional understanding of conventions (grammar, usage, and mechanics).

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 consistently demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 7. Students provide evidence of expressing, exploring, and supporting a preference, opinion or argument. They demonstrate an understanding of conventions (grammar, usage, and mechanics).

Achievement Level IV

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

Students performing at Achievement Level IV consistently demonstrate writing skills beyond those specified in the *North Carolina Extended Content Standards* at Grade 7. Students express, explore, and support a preference, opinion or argument. They demonstrate an understanding and application of conventions (grammar, usage, and mechanics). They apply vocabulary knowledge by using new words.

NCEXTEND1 Grade 10 Writing Assessment Achievement Level Descriptors

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 do not demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 10. Students provide little to no evidence of using information to determine problems, solutions, causes and effects, and their relationships when creating written products. They demonstrate little to no understanding of conventions (grammar, usage, and mechanics).

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 successfully at the next grade level.

Students performing at Achievement Level II inconsistently demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 10. Students provide limited evidence of using information to determine problems, solutions, causes and effects, and their relationships when creating written products. They demonstrate an occasional understanding of conventions (grammar, usage, and mechanics).

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 consistently demonstrate writing skills specified in the *North Carolina Extended Content Standards* at Grade 10. Students provide evidence of using information to determine problems, solutions, causes and effects, and their relationships when creating written products. They demonstrate an understanding of conventions (grammar, usage, and mechanics).

Achievement Level IV

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

Students performing at Achievement Level IV demonstrate writing skills beyond those specified in the *North Carolina Extended Content Standards* at Grade 10. Students use information to determine problems, solutions, causes and effects, and their relationships when creating written products. They demonstrate an understanding and application of conventions (grammar, usage, and mechanics). They apply vocabulary knowledge by using new words.