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Multi-State Alternate Assessment

2025 Guide for Score Report Interpretation

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State-Specific Information

State MSAA Coordinator contact information is listed below.

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Introduction to the MSAA

Purpose

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

This assessment was developed with Cognia through the research and development done by the National Center and State Collaborative (NCSC), and is now carried forward by the MSAA Partners, including American Samoa, Arizona, BIE, CNMI, Department of Defense Education Activity (DoDEA), District of Columbia, Guam, Maine, Montana, South Dakota, USVI, and Vermont.

This guide provides information regarding the administration and results of the spring 2025 MSAA to district and school personnel.

Student Participation

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

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.* *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student is learning content linked to grade-level content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level content standards and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in a grade- and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Assessments for students with the most significant cognitive disabilities rely on a foundation of communicative competence. Students who do not have receptive and expressive communication are unlikely to be able to demonstrate what they know and can do on an assessment. Students who do not have a mode of communication are identified during the assessment process.

Post assessment, teachers may use the Communication Tool Kit developed by NCSC to help these students develop a mode of communication. The tool kit can be found here: wiki.ncscpartners.org/index.php/Communication_Tool_Kit.

Overview of the MSAA Format

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

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

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

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

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

American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont also administered science in grades 5, 8, and high school. The science test is aligned to the state's content standards and the Extended Performance Expectations (EPEs). The science assessment is also computer based and consists of selected-response items.

Scoring

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

MSAA Score Reports

Overview

This guide describes the types of score reports provided for the 2024–25 MSAA administration. The data in the sample reports are for illustrative purposes only and are not intended to reflect performance of any student(s).

Information included on the score reports:

- ***Performance levels*** describe how the student performed in relation to the knowledge and skills of that content area and grade level. Each performance level has two components: the scale scores that make up each level and the performance level descriptors (PLDs). The PLDs are broad and general statements regarding skills and abilities of students who have attained each level.
    - Performance levels for ELA and mathematics for the MSAA were established by committees of educators after the first NCSC administration of the assessment in 2015 and were updated in 2018. PLDs for each grade level of ELA and mathematics can be found in Appendix B.
    - Content and Accessibility specialists collaborated with MSAA Science Partners to develop PLDs for science in 2022. Science PLDs consist of policy PLDs and range PLDs. Policy PLDs provide high-level student performance expectations, and range PLDs describe the knowledge, skills, and abilities that students must demonstrate to be classified into a performance level. PLDs for grades 5, 8, and high school science can be found in Appendix B.
- ***Scale scores*** are numerical values that summarize student performance. The scale score allows for an appropriate comparison across test forms and administration years within a grade and content area. MSAA Individual Student Reports (ISRs) provide overall scale scores for ELA, mathematics, and science, which determine a student's performance level for each content area. Scale scores range from 1200–1290 for all grades and content areas.

  For example, a student who earns an overall scale score of 1250 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 1250 on any other form of the grade 8 mathematics assessment. Furthermore, the student's overall scale score would be comparable to a student who took the same assessment the previous year or the following year.

  In Appendix C, scale score ranges for each performance level are shown by content area and grade.

- ***Descriptive and informative reports***. In addition to including student demographic information, performance level, and scale scores, the ISR contains supportive information about student performance and MSAA measures.
    - ***Reading and writing scores***. The percentage of items answered correctly for reading and writing separately. The writing items consisted of selected response (multiple choice) and constructed response (the writing prompt).
    - ***What skills can be worked on next?*** Skills related to the standards in the following grade.
    - ***What now?*** Conversation starters for parents when talking with teachers about instruction for their child.

Interpreting and Using the MSAA Scores

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

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

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

Talking to Parents and Guardians

MSAA parent overviews are available for parents to introduce and describe the assessment. To view the parent guides, visit www.msaastates.com and select the "Resources for Families" tab. You may also contact your State MSAA Coordinator to locate these materials. Contact information can be found at the beginning of this document.

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

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

Reporting Codes and Descriptions

A complete list of reporting codes and their associated descriptions is provided below. It is important to note that not all codes are used in all entities. For additional information on reporting codes, contact your State MSAA Coordinator. Contact information can be found at the beginning of this document.

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

Types of Score Reports

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

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

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

Testing Participation

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

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

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

District Summary Report

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

Figure 1. Sample District Summary Report

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Multi-State Alternate Assessment

1 English Language Arts

2 **SUMMARY REPORT**
Demonstration State
Demonstration District B

		Enrolled	3 Tested	Did Not Test	4 Average Scale Score	5 Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
03	State	22	12	10	1225	5	42	6	50	1	8	0	0
	District	22	12	10	1225	5	42	6	50	1	8	0	0
04	State	17	9	8	1219	7	78	1	11	1	11	0	0
	District	17	9	8	1219	7	78	1	11	1	11	0	0
05	State	28	14	14	1223	8	57	3	21	2	14	1	7
	District	28	14	14	1223	8	57	3	21	2	14	1	7
06	State	17	10	7	1222	5	50	2	20	3	30	0	0
	District	17	10	7	1222	5	50	2	20	3	30	0	0
07	State	17	10	7	1223	5	50	4	40	1	10	0	0
	District	17	10	7	1223	5	50	4	40	1	10	0	0
08	State	21	12	9	1221	5	42	3	25	4	33	0	0
	District	21	12	9	1221	5	42	3	25	4	33	0	0
High School	State	26	15	11	1223	8	53	3	20	4	27	0	0
	District	26	15	11	1223	8	53	3	20	4	27	0	0

The DSR contains the following features, highlighted above:

1. The content area of the report
2. The state and district included in the report
3. The number of students by grade who were enrolled,* tested, and did not test by state and district
4. The average scale score for each grade by state and district
5. The number and percentage of students at each performance level by grade in the state and district

*Number of students in this content area who have a reporting status other than WDR or NLE

District Roster Report

The DRR provides student performance information at the district level for each grade, including each student's test status, scale score, and performance level. See Figure 2 below.

Figure 2. Sample District Roster Report

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DISTRICT ROSTER REPORT

1 Demonstration State
Demonstration District B

Grade 03

Mathematics

2	Enrolled	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
State	22	13	1234	31	0	62	8
District	22	13	1234	31	0	62	8

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Student Name Student ID	Mathematics			
	Test Status*	3 State Compare	Scale Score	Performance Level
4 LASTNAME56, FIRST56 D056	DNT			
LASTNAME67, FIRST67 D067	ESR	-	1200	Level 1
LASTNAME77, FIRST77 D077	ESR	-	1200	Level 1
LASTNAME79, FIRST79 D079	ESR	-	1200	Level 1
LASTNAME81, FIRST81 D081	ESR	-	1200	Level 1
LASTNAME83, FIRST83 D083		+	1245	Level 3
LASTNAME91, FIRST91 D091		+	1253	Level 3

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

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

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Page 2

The DRR contains the following features, highlighted above:

1. The state and district included in the report
2. The number of students who were enrolled and tested, the average scale score, and the percentage of students at each performance level by state and district
3. The test status, state comparison, scale score, and performance level by student for the specified content area. Refer to the Reporting Codes and Descriptions for information regarding test status.
4. The students who tested in the district for the specified grade
5. The symbols used in the "State Compare" column

School Summary Report

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

Figure 3. Sample School Summary Report

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1 English Language Arts

2 SUMMARY REPORT
Demonstration State
Demonstration District B
Demonstration School 4

		Enrolled	3 Tested	Did Not Test	4 Average Scale Score	5 Performance Level							
						Level 1		Level 2		Level 3		Level 4	
						N	%	N	%	N	%	N	%
03	State	22	12	10	1225	5	42	6	50	1	8	0	0
	District	22	12	10	1225	5	42	6	50	1	8	0	0
	School	22	12	10	1225	5	42	6	50	1	8	0	0
04	State	17	9	8	1219	7	78	1	11	1	11	0	0
	District	17	9	8	1219	7	78	1	11	1	11	0	0
	School	17	9	8	1219	7	78	1	11	1	11	0	0
05	State	28	14	14	1223	8	57	3	21	2	14	1	7
	District	28	14	14	1223	8	57	3	21	2	14	1	7
	School	28	14	14	1223	8	57	3	21	2	14	1	7
06	State	17	10	7	1222	5	50	2	20	3	30	0	0
	District	17	10	7	1222	5	50	2	20	3	30	0	0
	School	17	10	7	1222	5	50	2	20	3	30	0	0
07	State	17	10	7	1223	5	50	4	40	1	10	0	0
	District	17	10	7	1223	5	50	4	40	1	10	0	0
	School	17	10	7	1223	5	50	4	40	1	10	0	0
08	State	21	12	9	1221	5	42	3	25	4	33	0	0
	District	21	12	9	1221	5	42	3	25	4	33	0	0
	School	21	12	9	1221	5	42	3	25	4	33	0	0
High School	State	26	15	11	1223	8	53	3	20	4	27	0	0
	District	26	15	11	1223	8	53	3	20	4	27	0	0
	School	26	15	11	1223	8	53	3	20	4	27	0	0

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The SSR contains the following features, highlighted above:

1. The content area of the report
2. The state, district, and school included in the report
3. The number of students by grade who were enrolled,* tested, and did not test by state, district, and school
4. The average scale score for each grade by state, district, and school
5. The number and percentage of students at each performance level by grade in the state, district, and school

*Number of students in this content area who have a reporting status other than WDR or NLE

School Roster Report

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

Figure 4. Sample School Roster Report

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SCHOOL ROSTER REPORT

1 Demonstration State
Demonstration District B
Demonstration School 4
Grade 05

English Language Arts

2

	Enrolled	Tested	Average Scale Score	Level 1 (%)	Level 2 (%)	Level 3 (%)	Level 4 (%)
State	28	14	1223	57	21	14	7
District	28	14	1223	57	21	14	7
School	28	14	1223	57	21	14	7

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3

Student Name Student ID	English Language Arts			
	Test Status*	State Compare	Scale Score	Performance Level
4 LASTNAME10, FIRST10 D010		+	1230	Level 1
LASTNAME11, FIRST11 D011	ESR	-	1200	Level 1
LASTNAME12, FIRST12 D012	ESR	-	1200	Level 1
LASTNAME133, FIRST133 D133		+	1240	Level 3
LASTNAME137, FIRST137 D137	ESM	-	1200	
LASTNAME141, FIRST141 D141	DNT			
LASTNAME144, FIRST144 D144	DNT			
LASTNAME148, FIRST148 D148	ESM	-	1200	
LASTNAME149, FIRST149 D149	ESM	-	1200	
LASTNAME152, FIRST152 D152	DNT			
LASTNAME155, FIRST155 D155	DNT			
LASTNAME157, FIRST157 D157	DNT			
LASTNAME160, FIRST160 D160	INV			
LASTNAME161, FIRST161 D161	INV			
LASTNAME21, FIRST21 D021	ESM	-	1200	

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

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

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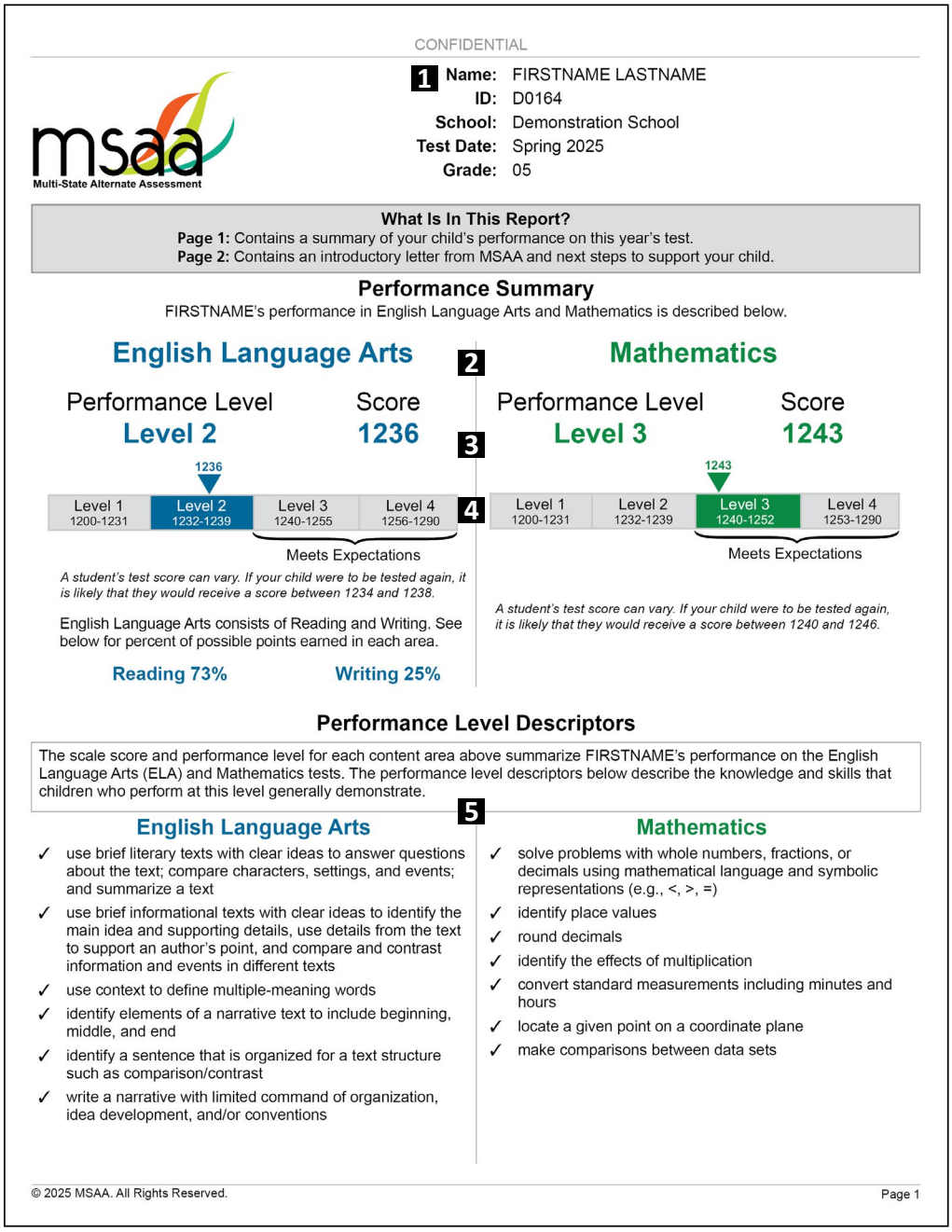
The SRR contains the following features, highlighted above:

1. The state, district, and school included in the report
2. The number of students who were enrolled and tested, the average scale score, and the percentage of students at each performance level by state, district, and school
3. The test status, state comparison, scale score, and performance level by student for the specified content area. Refer to the Reporting Codes and Descriptions for more information regarding test status.
4. The students who tested in the school for the specified grade
5. The symbols used in the "State Compare" column

Individual Student Report

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

Figure 5. Sample Individual Student Report



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1 **Name:** FIRSTNAME LASTNAME
ID: D0164
School: Demonstration School
Test Date: Spring 2025
Grade: 05

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

Performance Summary
FIRSTNAME's performance in English Language Arts and Mathematics is described below.

2

English Language Arts		Mathematics	
Performance Level	Score	Performance Level	Score
Level 2	1236	Level 3	1243

3

4

English Language Arts				Mathematics			
Level 1 1200-1231	Level 2 1232-1239 (1236)	Level 3 1240-1255	Level 4 1256-1290	Level 1 1200-1231	Level 2 1232-1239	Level 3 1240-1252 (1243)	Level 4 1253-1290
	Meets Expectations					Meets Expectations	

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1234 and 1238.

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

Reading 73% **Writing 25%**

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1240 and 1246.

Performance Level Descriptors

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

5

English Language Arts

- ✓ use brief literary texts with clear ideas to answer questions about the text; compare characters, settings, and events; and summarize a text
- ✓ use brief informational texts with clear ideas to identify the main idea and supporting details, use details from the text to support an author's point, and compare and contrast information and events in different texts
- ✓ use context to define multiple-meaning words
- ✓ identify elements of a narrative text to include beginning, middle, and end
- ✓ identify a sentence that is organized for a text structure such as comparison/contrast
- ✓ write a narrative with limited command of organization, idea development, and/or conventions

Mathematics

- ✓ solve problems with whole numbers, fractions, or decimals using mathematical language and symbolic representations (e.g., <, >, =)
- ✓ identify place values
- ✓ round decimals
- ✓ identify the effects of multiplication
- ✓ convert standard measurements including minutes and hours
- ✓ locate a given point on a coordinate plane
- ✓ make comparisons between data sets

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The ISR contains the following features, highlighted above:

1. The student's full name, student ID, school, and grade
2. The results for each content area
3. The student's scale score and performance level for each content area
4. The student's score compared to the performance level scale
5. The PLDs for the student's performance level

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Appendix A: Writing Scoring Rubrics

Grade 3 Writing Scoring Rubric

Level 2

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

Grade 3 Writing Scoring Rubric

Level 3

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

Grade 4 Writing Scoring Rubric

Level 2

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

Grade 4 Writing Scoring Rubric

Level 3

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

Grade 5 Writing Scoring Rubric

Level 2

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

Grade 5 Writing Scoring Rubric

Level 3

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

Grade 6 Writing Scoring Rubric

Level 2

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

Grade 6 Writing Scoring Rubric

Level 3

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

Grade 7 Writing Scoring Rubric

Level 2

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

Grade 7 Writing Scoring Rubric

Level 3

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

Grade 8 Writing Scoring Rubric

Level 2

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

Grade 8 Writing Scoring Rubric

Level 3

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

High School Writing Scoring Rubric

Level 2

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

High School Writing Scoring Rubric

Level 3

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

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Appendix B: Performance Level Descriptors

Performance Level Descriptors for ELA, Mathematics, and Science

MSAA developed PLDs for ELA and mathematics at grades 3–8 and high school through an iterative process involving multiple stakeholder groups. Content and Accessibility specialists also collaborated with MSAA Science Partners to develop PLDs for science in grades 5, 8, and high school. The MSAA partnership developed grade-level PLDs to summarize the knowledge, skills, and abilities (KSAs) prioritized for the MSAA that students need to attain at each level of achievement (Level 1–Level 4). Each performance level is understood to include the KSAs of the preceding performance levels.

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

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

Grade 3 ELA Performance Level Descriptors

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

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

Grade 4 ELA Performance Level Descriptors

<table>
<tr><th>Level 1</th><th>Level 2*</th><th>Level 3*</th><th>Level 4*</th></tr>
<tr><td>Low text complexity –
Brief text with straightforward ideas and relationships; short, simple sentences</td><td>Low text complexity –
Brief text with straightforward ideas and relationships; short, simple sentences</td><td>Moderate text complexity –
Text with clear, complex ideas and relationships and simple, compound sentences</td><td>High text complexity –
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words</td></tr>
<tr><td rowspan="5">In reading, the student is able to:
• identify a topic of a literary text
• identify a detail from a literary text
• identify a character in a literary text
• identify charts, graphs, diagrams, or timelines in an informational text
• identify a topic of an informational text
• use context to identify the meaning of multiple-meaning words
• identify general academic words</td><td>In reading, the student is able to:
• determine the theme of literary text and identify supporting details
• describe character traits using text-based details in literary text
• determine the main idea of informational text
• locate information in charts, graphs, diagrams, or timelines
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions
• use general academic words</td><td>In reading, the student is able to:
• determine the theme of literary text and identify supporting details
• determine the main idea of informational text
• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions
• use general academic words</td><td rowspan="4">In reading, the student is able to:
• determine the theme of literary text and identify supporting details
• determine the main idea of informational text
• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text
• use information from charts, graphs, diagrams, or timelines in informational text to answer questions
• use general academic words</td></tr>
<tr><td>AND with Moderate text complexity –
Text with clear, complex ideas and relationships and simple, compound sentences</td><td>AND with High text complexity –
Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words</td></tr>
<tr><td>• use details from a literary text to answer specific questions
• use context to identify the meaning of multiple-meaning words</td><td>• use details from a literary text to answer specific questions
• describe character traits using text-based details in literary text
• use context to identify the meaning of multiple-meaning words</td></tr>
<tr><td>AND with accuracy, the student is able to:
• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</td><td>AND with accuracy, the student is able to:
• identify grade-level words</td></tr>
<tr><td>AND in writing, the student is able to:
• identify the concluding sentence in a short explanatory text
• use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development, and/or conventions</td><td>AND in writing, the student is able to:
• identify elements of a narrative text to include beginning, middle, and end
• identify a concluding sentence related to information in explanatory text
• use the writing process to create a narrative product and demonstrate limited command of organization, idea development, and/or conventions</td><td>AND in writing, the student is able to:
• identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text
• use the writing process to create a narrative product and demonstrate partial command of organization, idea development, and/or conventions</td><td>AND in writing, the student is able to:
• use the writing process to create a narrative product and demonstrate overall command of organization, idea development, and/or conventions</td></tr>
</table>

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

Grade 5 ELA Performance Level Descriptors

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

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

Grade 6 ELA Performance Level Descriptors

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

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

Grade 7 ELA Performance Level Descriptors

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

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

Grade 8 ELA Performance Level Descriptors

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

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

High School ELA Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low text complexity – *Brief text with straightforward ideas and relationships; short, simple sentences*	**Low text complexity –** *Brief text with straightforward ideas and relationships; short, simple sentences*	**Moderate text complexity –** *Text with clear, complex ideas and relationships and simple, compound sentences*	**High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*
In reading, the student is able to: • identify a summary of a literary text • identify an event from a literary text • identify the central idea of an informational text • identify facts from an informational text • identify what an author tells about a topic in informational text • use context to identify the meaning of multiple-meaning words • identify a word used to describe a person, place, thing, action, or event	**In reading, the student is able to:** • use details to support a summary of literary text • identify a conclusion from an informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts	**In reading, the student is able to:** • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts	**In reading, the student is able to:** • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts
	AND with Moderate text complexity – *Text with clear, complex ideas and relationships and simple, compound sentences*	**AND with High text complexity –** *Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words*	
	• evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases	• evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases	
AND in writing, the student is able to: • identify information that is unrelated to a given topic • use the writing process to create an argumentative product and demonstrate minimal (or no) command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify elements of an argument to include introduction, claim, evidence, and conclusion • identify how to group information for a specific text structure • use the writing process to create an argumentative product and demonstrate limited command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • identify relevant information to address a given topic and support the purpose of a text • use the writing process to create an argumentative product and demonstrate partial command of organization, idea development, and/or conventions	**AND in writing, the student is able to:** • use the writing process to create an argumentative product and demonstrate overall command of organization, idea development, and/or conventions

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

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Grade 3 Mathematics Performance Level Descriptors

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

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

Grade 4 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student is able to: • identify an array with the same number of objects in each row • identify values rounded to the nearest tens place • identify equivalent representations of a fraction (e.g., shaded diagram) • compare representations of a fraction (e.g., shaded diagram) • identify a rectangle with the larger or smaller perimeter • identify a given attribute of a shape • identify the data drawn in a bar graph that represents the greatest value	**The student is able to:** • match a model to a multiplication expression using two single-digit numbers • identify a model of a multiplicative comparison • show division of objects into equal groups • round numbers to the nearest 10, 100, or 1,000 • differentiate parts and wholes • compute the perimeter of a rectangle	**The student is able to:** • solve multiplication word problems • show division of objects into equal groups • round numbers to the nearest 10, 100, or 1,000 • compare two fractions with different denominators • sort a set of two-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph	**The student is able to:** • solve multiplication word problems • show division of objects into equal groups • round numbers to the nearest 10, 100, or 1,000 • compare two fractions with different denominators • sort a set of two-dimensional shapes • compute the perimeter of a rectangle • transfer data to a graph
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• identify equivalent fractions • select a two-dimensional shape with a given attribute	• solve a multiplicative comparison word problem using up to two-digit numbers • check the correctness of an answer in the context of a scenario • identify equivalent fractions	

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

Grade 5 Mathematics Performance Level Descriptors

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

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

Grade 6 Mathematics Performance Level Descriptors

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

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

Grade 7 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student is able to: • identify a representation that represents a negative number and its multiplication or division by a positive number • identify representations of area and circumference of a circle • identify representations of surface area • make qualitative comparisons when interpreting a data set presented on a bar graph or in a table	**The student is able to:** • match a given ratio to a model • identify the meaning of an unknown in a modeled equation • describe a directly proportional relationship (i.e., increases or decreases) • find the surface area of a three-dimensional right prism	**The student is able to:** • solve division problems with positive/ negative whole numbers • solve word problems involving ratios • use a proportional relationship to solve a percentage problem • identify proportional relationships between quantities represented in a table • identify unit rate (constant of proportionality) in tables and graphs of proportional relationships • compute the area of a circle • find the surface area of a three-dimensional right prism	**The student is able to:** • solve division problems with positive/ negative whole numbers • solve word problems involving ratios • identify proportional relationships between quantities represented in a table • compute the area of a circle • find the surface area of a three-dimensional right prism
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• solve multiplication problems with positive/ negative whole numbers • interpret graphs to qualitatively contrast data sets	• solve multiplication problems with positive/ negative whole numbers • evaluate variable expressions that represent word problems • interpret graphs to qualitatively contrast data sets	

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

Grade 8 Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student is able to: • locate a given decimal number on a number line • identify the relatively larger data set when given two data sets presented in a graph • identify congruent rectangles • identify similar rectangles • identify an attribute of a cylinder • identify a rectangle with the larger or smaller area as compared to another rectangle • identify an ordered pair and its point on a graph	**The student is able to:** • identify the solution to an equation that contains a variable • identify the y-intercept of a linear graph • match a given relationship between two variables to a model • identify a data display that represents a given situation • interpret data presented in graphs to identify associations between variables	**The student is able to:** • locate approximate placement of an irrational number on a number line • solve a linear equation that contains a variable • identify the relationship shown on a linear graph • calculate slope of a positive linear graph • compute the change in area of a figure when its dimensions are changed • solve for the volume of a cylinder • plot provided data on a graph	**The student is able to:** • locate approximate placement of an irrational number on a number line • solve a linear equation that contains a variable • identify the relationship shown on a linear graph • compute the change in area of a figure when its dimensions are changed • plot provided data on a graph
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• identify congruent figures • use properties of similarity to identify similar figures • interpret data tables to identify the relationship between variables	• interpret data presented in graphs to identify associations between variables • interpret data tables to identify the relationship between variables • use properties of similarity to identify similar figures • identify congruent figures	

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

High School Mathematics Performance Level Descriptors

Level 1	Level 2*	Level 3*	Level 4*
Low task complexity – *Simple problems using common mathematical terms and symbols*	**Low task complexity –** *Simple problems using common mathematical terms and symbols*	**Moderate task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	**High task complexity –** *Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements*
The student is able to: • arrange a given number of objects into two sets in multiple combinations • match an equation with a variable to a provided real-world situation • determine whether a given point is or is not part of a data set shown on a graph • identify an extension of a linear graph • use a table to match a unit conversion • complete the formula for area of a figure	**The student is able to:** • identify the model that represents a square number • identify variable expressions that represent word problems • identify the hypotenuse of a right triangle • identify the greatest or least value in a set of data shown on a number line • identify the missing label on a histogram • calculate the mean and median of a set of data	**The student is able to:** • compute the value of an expression that includes an exponent • identify variable expressions that represent word problems • solve real-world measurement problems that require unit conversions • find the missing attribute of a three-dimensional figure • determine two similar right triangles when a scale factor is given • make predictions from data tables and graphs to solve problems • plot data on a histogram • calculate the mean and median of a set of data	**The student is able to:** • identify variable expressions that represent word problems • solve real-world measurement problems that require unit conversions • determine two similar right triangles when a scale factor is given • make predictions from data tables and graphs to solve problems • plot data on a histogram • calculate the mean and median of a set of data
	AND with Moderate task complexity – *Common problems presented in mathematical context using various mathematical terms and symbols*	**AND with High task complexity –** *Common problems presented in mathematical context using various mathematical terms and symbols*	
	• identify the linear representation of a provided real-world situation • use an equation or a linear graphical representation to solve a word problem	• identify the linear representation of a provided real-world situation • use an equation or a linear graphical representation to solve a word problem • identify a histogram that represents a provided data set	

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

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Grade 5 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Policy				
Standards	**Level 1 (Beginning – in need of additional support)** *Students at Level 1 are beginning to access the science content and can be expected to need additional support to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students attempt to perform basic science tasks but will require additional support in order to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations by using disciplinary core ideas, practices, and/or crosscutting concepts to address more basic and concrete science phenomena and problems in Level 1.*	**Level 2 (Approaching Expectations)** *Students at Level 2 can be expected to demonstrate developing knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate developing knowledge and skills in some disciplinary core ideas together with some aspects of the practices and crosscutting concepts from the Extended Performance Expectations to address primarily basic and concrete science phenomena and problems in Level 2.* *At Level 2, students are expected to have the knowledge and skills of Level 1 and may be able to demonstrate some of the knowledge and skills described in Level 3.*	**Level 3 (Meeting Expectations)** *Students at Level 3 can be expected to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate knowledge and skills in the majority of disciplinary core ideas, practices, and crosscutting concepts from the K–12 science framework Extended Performance Expectations to address moderately complex science phenomena and problems, some concrete and some abstract in Level 3.* *At Level 3, students are expected to have the knowledge and skills of Level 2 and may be able to demonstrate some of the knowledge and skills described in Level 4.*	**Level 4 (Exceeding Expectations)** *Students at Level 4 can be expected to demonstrate understanding and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate understanding and skills in the disciplinary core ideas, practices, and crosscutting concepts from the K–12 science framework Extended Performance Expectations in more sophisticated ways than students in Level 3 to address science phenomena and problems that are complex, more abstract, and/or multi-factorial. Students are expected to describe, explain, and/or respond to phenomena and problems using reasonably complex evidence, analysis, and inference in Level 4.* *At Level 4, students are expected to have the knowledge and skills described in Level 3.*
Range				
PS-1 Matter and Its Interactions • 5-PS1-2 **SEP** • Using Mathematics and Computational Thinking **CCC** • Scale, Proportion, and Quantity	Attempt to identify the appropriate tools or units of measurement (for weight, time, temperature, or volume) for a scientific task.	Identify the appropriate tools or units of measurement (for weight, time, temperature, or volume) for a scientific task.	Compare the weight of matter before and after heating, cooling, or mixing by using data.	Show that the weight of matter does not change when substances are heated, cooled, or mixed by measuring, graphing, or using mathematical relationships.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Grade 5 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
PS-2 Motion and Stability: Forces and Interactions • 3-PS2-2 • 5-PS2-1 **SEP** • Planning and Carrying Out Investigations (3-PS2-2, Supporting 5-PS2-1) • Engaging in Argument from Evidence (5-PS2-1) • Analyzing and Interpreting Data (Supporting 3-PS2-2) • Developing and Using Models (Supporting 5-PS2-1) **CCC** • Patterns (3-PS2-2, Supporting 5-PS2-1) • Cause and Effect (5-PS2-1)	Attempt to identify patterns in the motion of an object by using observations or data. Attempt to identify patterns in the motion of falling objects on Earth by using observations.	Identify patterns in the motion of an object by using observations or data. Identify patterns in the motion of falling objects on Earth by using observations.	Predict the future motion of an object by using observations or data. Show the direction objects move when released on Earth (downward toward Earth's center) by identifying or developing a model.	Determine predictable patterns in the motion of an object by describing observations or measurements that can be made in an investigation. Support the claim that Earth's gravity pulls objects downward (toward Earth's center) by describing evidence (observations, data, or a model).
PS-3 Energy • 4-PS3-4 • 5-PS3-1 **SEP** • Constructing Explanations and Designing Solutions (4-PS3-4) • Developing and Using Models (5-PS3-1) **CCC** • Energy and Matter (4-PS3-4, 5-PS3-1) • Patterns (Supporting 5-PS3-1)	Attempt to identify various forms of energy present in a system. Attempt to identify that the Sun is a source of energy for ecosystems.	Identify the various forms of energy involved in energy transfers that occur in an everyday object or device. Identify the Sun as a source of energy for ecosystems by using patterns in food chains or drawings of ecosystems.	Describe the various ways that energy transfer can occur between everyday objects or devices. Describe the direction of energy transfer between two organisms (e.g., plant-animal, animal-animal) or between the Sun and a plant by using a model.	Identify which design or improvement will maximize energy transfer from one form to another by designing or modifying a device. Describe how the energy animals obtain from food comes from the Sun by using a model.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Grade 5 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
LS-1 From Molecules to Organisms: Structures and Processes • 4-LS1-1 **SEP** • Engaging in Argument from Evidence • Developing and Using Models (Supporting) • Analyzing and Interpreting Data (Supporting) **CCC** • Systems and System Models • Structure and Function (Supporting)	Attempt to identify the parts of plants or animals that have a specific function by using evidence from data and/or a model.	Identify the parts of plants or animals that have specific functions by using evidence from data and/or a model.	Describe how parts of plants or animals have specific functions that help them survive, grow, or reproduce by using data and/or a model.	Describe evidence to support a claim that parts of plants and/or animals have specific functions that help them survive, grow, or reproduce by using evidence from data and/or a model.
LS-3 Heredity: Inheritance and Variation of Traits • 3-LS3-1 **SEP** • Analyzing and Interpreting Data • Obtaining, Evaluating, and Communicating Information (Supporting) **CCC** • Patterns	Attempt to identify patterns in trait variations between parents and their baby/babies by using data or observations.	Identify patterns in trait variations between parents and their offspring by using data or observations.	Describe patterns in trait variation between groups of organisms (e.g., parents and their offspring, siblings, populations of similar organisms) by using data or observations.	Describe how patterns in trait variation between groups of organisms (e.g., parents and their offspring, siblings, populations of similar organisms) provide evidence of inheritance between parents and their offspring and that there are differences in these traits by analyzing and interpreting data.
LS-4 Biological Evolution: Unity and Diversity • 3-LS4-1 **SEP** • Analyzing and Interpreting Data • Obtaining, Evaluating, and Communicating Information (Supporting) **CCC** • Scale, Proportion, and Quantity	Attempt to recognize that there was life on Earth long ago by using fossils and/or data.	Identify that plants and/or animals lived on Earth long ago by using information about fossils and/or data.	Describe how modern-day plants or animals compare to their ancestors by using observations of fossils and/or data.	Describe the type of environment in which plants and/or animals lived on Earth long ago by using observations of fossils and/or data.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Grade 5 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
ESS-1 Earth's Place in the Universe • 5-ESS1-2 **SEP** • Analyzing and Interpreting Data • Developing and Using Models (Supporting) **CCC** • Patterns • Systems and System Models (Supporting)	Attempt to identify the positions of the Sun, the Moon, and Earth in the solar system by using data or a model.	Identify the positions of the Sun, the Moon, and Earth in the solar system by using data or a model.	Identify patterns concerning the rotation of Earth, Earth's orbit around the Sun, or the Moon's orbit around Earth by analyzing data (e.g., length and direction of shadows, day and night, seasonal appearance of stars) or a model.	Predict or infer patterns concerning the rotation of Earth, Earth's orbit around the Sun, or the Moon's orbit around Earth by analyzing data (e.g., length and direction of shadows, day and night, seasonal appearance of stars) or a model.
ESS-2 Earth's Systems • 3-ESS2-1 • 5-ESS2-1 **SEP** • Analyzing and Interpreting Data (3-ESS2-1) • Planning and Carrying Out Investigations (Supporting 3-ESS2-1) • Developing and Using Models (5-ESS2-1) **CCC** • Patterns (3-ESS2-1) • Systems and Systems Models (5-ESS2-1)	Attempt to describe weather conditions by using observations of weather data. Attempt to identify parts of an Earth system (e.g., geosphere, hydrosphere, atmosphere, biosphere) by using data or a model.	Describe weather conditions by using observations of weather data. Identify parts of an Earth system (e.g., geosphere, hydrosphere, atmosphere, biosphere) by using data or a model.	Describe patterns of weather conditions for a particular season by analyzing weather data. Describe the interaction between two Earth systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) by using a model.	Predict weather conditions for a particular season by analyzing patterns in weather data. Represent the interaction between two Earth systems (e.g., geosphere, hydrosphere, atmosphere, biosphere) by developing a model.
ESS-3 Earth and Human Activity • 5-ESS3-1 **SEP** • Obtaining, Evaluating, and Communicating Information **CCC** • Cause and Effect (Supporting) • Systems and System Models	Attempt to identify a natural or human impact on the environment by using data.	Identify a natural or human impact on the environment by using data.	Describe an effect (positive or negative) of human activities on the environment by using data.	Describe how humans are using science to protect Earth's resources and/or the environment by using data.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Grade 8 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Policy				
Standards	**Level 1 (Beginning – in need of additional support)** *Students at Level 1 are beginning to access the science content and can be expected to need additional support to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students attempt to perform basic tasks but will require additional support in order to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations by using disciplinary core ideas, practices, and/or crosscutting concepts to address more basic and concrete science phenomena and problems in Level 1.*	**Level 2 (Approaching Expectations)** *Students at Level 2 can be expected to demonstrate developing knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate developing knowledge and skills in some disciplinary core ideas together with some aspects of the practices and crosscutting concepts from the K–12 science framework Extended Performance Expectations to address primarily basic and concrete science phenomena and problems at Level 2.* *At Level 2, students are expected to have the knowledge and skills of Level 1 and may be able to demonstrate some of the knowledge and skills described in Level 3.*	**Level 3 (Meeting Expectations)** *Students at Level 3 can be expected to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate knowledge and skills in the majority of disciplinary core ideas, practices, and crosscutting concepts from the K–12 science framework Extended Performance Expectations to address moderately complex science phenomena and problems, some concrete and some abstract at Level 3.* *At Level 3, students are expected to have the knowledge and skills of Level 2 and may be able to demonstrate some of the knowledge and skills described in Level 4.*	**Level 4 (Exceeding Expectations)** *Students at Level 4 can be expected to demonstrate understanding and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate understanding and skills in the disciplinary core ideas, practices, and crosscutting concepts from the K–12 science framework Extended Performance Expectations in more sophisticated ways than students in Level 3 to address science phenomena and problems that are complex, more abstract, and/or multi-factorial. Students are expected to describe, explain, and/or respond to phenomena and problems using reasonably complex evidence, analysis, and inference at Level 4.* *At Level 4, students are expected to have the knowledge and skills described in Level 3.*
Range				
PS-1 Matter and Its Interactions • MS-PS1-2 **SEP** • Analyzing and Interpreting Data • Planning and Carrying Out Investigations (Supporting) **CCC** • Patterns • Scale, Proportion, and Quantity (Supporting)	Attempt to identify properties of a substance by using data or observations.	Identify properties of a substance by using data or observations.	Determine the identities of substances by using data or observations on the properties of substances.	Determine whether a chemical reaction occurred by using data or observations on the properties of substances before and after an interaction.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Grade 8 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
PS-2 Motion and Stability: Forces and Interactions • MS-PS2-2 **SEP** • Planning and Carrying Out Investigations • Analyzing and Interpreting Data (Supporting) **CCC** • Stability and Change • Cause and Effect (Supporting)	Attempt to identify the effects of pushes and pulls on objects by using data from an investigation.	Identify the effects of pushes and pulls on objects by using data from an investigation.	Identify the change in an object's motion when the mass of the object or the force on the object is changed by using data from an investigation.	Describe how the mass of an object or the force on an object will change the motion of the object by using data from an investigation.
PS-3 Energy • MS-PS3-5 **SEP** • Engaging in Argument from Evidence • Asking Questions and Defining Problems (Supporting) • Analyzing and Interpreting Data (Supporting) **CCC** • Energy and Matter	Attempt to determine whether energy is being transferred in a system by asking questions or by using data.	Determine whether energy is being transferred in a system by asking questions or by using data.	Identify the forms of energy that increase or decrease when the kinetic energy of an object changes by using data as evidence.	Make or support a claim that a transfer of energy occurs when the kinetic energy of an object changes by using data as evidence.
PS-4 Waves and Their Applications in Technologies for Information Transfer • MS-PS4-2 **SEP** • Developing and Using Models • Planning and Carrying Out Investigations (Supporting) **CCC** • Structure and Function	Attempt to identify whether a wave is being reflected, absorbed, or transmitted through a material by using data or a model.	Identify whether a wave is being reflected, absorbed, or transmitted through a material by using data or a model.	Describe the path of a wave that is reflected, absorbed, or transmitted through different materials by using a model.	Represent what happens to waves when they are reflected, absorbed, or transmitted through different materials by developing a model.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Grade 8 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
LS-1 From Molecules to Organisms: Structures and Processes • MS-LS1-3 • MS-LS1-5 **SEP** • Engaging in Argument from Evidence (MS-LS1-3) • Developing and Using Models (Supporting MS-LS1-3) • Obtaining, Evaluating, and Communicating Information (Supporting MS-LS1-3) • Constructing Explanations and Designing Solutions (MS-LS1-5) • Analyzing and Interpreting Data (Supporting MS-LS1-5) • Asking Questions and Defining Problems (Supporting MS-LS1-5) **CCC** • Systems and System Models (MS-LS1-3) • Cause and Effect (MS-LS1-5)	Attempt to identify structures that are part of human body systems and those that are not by using charts, diagrams, or graphic organizers. Attempt to identify factors that could be affecting the growth of an organism by asking questions.	Identify structures that are part of human body systems and those that are not by using charts, diagrams, or graphic organizers. Identify factors that could be affecting the growth of an organism by asking questions.	Identify those parts that belong to a particular body system and the organization of those parts by using a model. Determine whether a particular factor is affecting the growth of organisms by analyzing data.	Make a claim about two body systems (e.g., circulatory, respiratory, muscular, digestive, nervous, excretory) working together to carry out various functions by using evidence. Explain how the growth of organisms is influenced by various environmental and/or genetic factors by using data.
LS-2 Ecosystems: Interactions, Energy, and Dynamics • MS-LS2-1 • MS-LS2-3 **SEP** • Analyzing and Interpreting Data (MS-LS2-1) • Developing and Using Models (MS-LS2-3) **CCC** • Cause and Effect (MS-LS2-1) • Energy and Matter (MS-LS2-3)	Attempt to identify resources (e.g., food, water, nutrients, space) that are necessary for the growth or survival of organisms or populations of organisms by using data. Attempt to identify the role of organisms (e.g., producer, consumer, decomposer) or nonliving things (e.g., the Sun, water, minerals, air) in cycling energy or matter in an ecosystem by using a model.	Identify resources (e.g., food, water, nutrients, space) that are necessary for the growth or survival of organisms or populations of organisms by using data. Identify the role of organisms (e.g., producer, consumer, decomposer) or nonliving things (e.g., the Sun, water, minerals, air) in cycling energy or matter in an ecosystem by using a model.	Describe the effects of resource availability on organisms and/or populations of organisms by using data or observations. Identify how energy is transferred or that matter is cycled from one specific part of an ecosystem to another specific part by using a model.	Identify evidence of a cause-effect relationship between resource availability and growth of organisms and/or populations of organisms by analyzing data. Describe how energy is transferred or how matter is cycled among living and nonliving parts of ecosystems by developing a model.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Grade 8 Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
ESS-1 Earth's Place in the Universe • MS-ESS1-1 **SEP** • Developing and Using Models **CCC** • Patterns • Systems and System Models (Supporting)	Attempt to show the positions of Earth (with its tilt), the Sun, and the Moon as Earth orbits the Sun and the Moon orbits Earth in the solar system by identifying a model.	Show the positions of Earth (with its tilt), the Sun, and the Moon as Earth orbits the Sun and the Moon orbits Earth in the solar system by identifying a model.	Describe or compare the positions of the Sun, the Moon, and Earth or the amount or path of light in the cyclic patterns of seasons, lunar phases, or eclipses by using a model.	Compare or show patterns in seasons, lunar phases, or eclipses by using or developing a model of the Earth-Sun-Moon system.
ESS-2 Earth's Systems • MS-ESS2-2 • MS-ESS2-4 **SEP** • Constructing Explanations (MS-ESS2-2) • Obtaining, Evaluating, and Communicating Information (Supporting MS-ESS2-2) • Developing and Using Models (MS-ESS2-4) **CCC** • Scale, Proportion, and Quantity (MS-ESS2-2) • Cause and Effect (Supporting MS-ESS2-2) • Energy and Matter (MS-ESS2-4)	Attempt to identify the process or agent that causes a particular change to Earth's surface by using observations as evidence. Attempt to trace the path of water through Earth's systems by using a model.	Identify the process or agent that causes a particular change to Earth's surface by using observations as evidence. Trace the path of water through Earth's systems by using a model.	Identify whether a geological process or event on Earth was small/large scale and/or whether a process or event happened gradually/rapidly by using information in charts, diagrams, or graphic organizers. Describe the state of water or how water changes state in various parts of the water cycle by using a model.	Explain how geological processes on Earth have caused changes to Earth's surface at various times or spatial scales by using evidence to support an explanation. Describe how the Sun's energy or the force of gravity move water through the water cycle by developing a model.
ESS-3 Earth and Human Activity • MS-ESS3-3 **SEP** • Constructing Explanations and Designing Solutions • Engaging in Argument from Evidence (Supporting MS-ESS3-3) • Asking Questions and Defining Problems (Supporting MS-ESS3-3) **CCC** • Cause and Effect	Attempt to identify an environmental problem caused by human activities/impact by using data.	Identify an environmental problem caused by human activities/impacts by using data.	Make a claim about how a particular method would work to reduce a human impact on the environment by using data.	Select or evaluate a design for a method that is intended to minimize a human impact on the environment by using data.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

High School Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Policy				
Standards	**Level 1 (Beginning – in need of additional support)** *Students at Level 1 are beginning to access the science content and can be expected to need additional support to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students attempt to perform basic tasks but will require additional support in order to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations by using disciplinary core ideas, practices, and/or crosscutting concepts to address more basic and concrete science phenomena and problems in Level 1.*	**Level 2 (Approaching Expectations)** *Students at Level 2 can be expected to demonstrate developing knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate developing knowledge and skills in some disciplinary core ideas together with some aspects of the practices and crosscutting concepts from the K–12 science framework Extended Performance Expectations to address primarily basic and concrete science phenomena and problems at Level 2.* *At Level 2, students are expected to have the knowledge and skills of Level 1 and may be able to demonstrate some of the knowledge and skills described in Level 3.*	**Level 3 (Meeting Expectations)** *Students at Level 3 can be expected to demonstrate knowledge and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate knowledge and skills in the majority of disciplinary core ideas, practices, and crosscutting concepts from the K–12 science framework Extended Performance Expectations to address moderately complex science phenomena and problems, some concrete and some abstract at Level 3.* *At Level 3, students are expected to have the knowledge and skills of Level 2 and may be able to demonstrate some of the knowledge and skills described in Level 4.*	**Level 4 (Exceeding Expectations)** *Students at Level 4 can be expected to demonstrate understanding and skills of the K–12 science framework Extended Performance Expectations.* *Students can be expected to demonstrate understanding and skills in the disciplinary core ideas, practices, and crosscutting concepts from the K–12 science framework Extended Performance Expectations in more sophisticated ways than students in Level 3 to address science phenomena and problems that are complex, more abstract, and/or multi-factorial. Students are expected to describe, explain, and/or respond to phenomena and problems using reasonably complex evidence, analysis, and inference at Level 4.* *At Level 4, students are expected to have the knowledge and skills described in Level 3.*
Range				
PS-1 Matter and Its Interactions • HS-PS1-2 **SEP** • Constructing Explanations and Designing Solutions • Obtaining, Evaluating, and Communicating Information (Supporting) • Developing and Using Models (Supporting) **CCC** • Patterns • Energy and Matter (Supporting)	Attempt to show how substances react in a chemical reaction by using provided information to complete an incomplete chemical reaction model.	Show how substances react by using provided information to complete an incomplete chemical reaction model.	Identify or classify elements that will react similarly in chemical reactions by using a periodic table model.	Construct an explanation for why specific chemical reactions occur by using a periodic table.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

High School Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
PS-2 Motion and Stability: Forces and Interactions • HS-PS2-3 • HS-PS2-5 **SEP** • Constructing Explanations and Designing Solutions (HS-PS2-3) • Engaging in Argument from Evidence (Supporting HS-PS2-3) • Developing and Using Models (Supporting HS-PS2-3) • Planning and Carrying Out Investigations (HS-PS2-5) • Analyzing and Interpreting Data (Supporting HS-PS2-5) **CCC** • Cause and Effect (HS-PS2-3, HS-PS2-5) • Systems and System Models (Supporting HS-PS2-3) • Stability and Change (Supporting HS-PS2-5)	Attempt to identify how forces are acting on a macroscopic object during a collision in a model. Attempt to identify examples of electric current producing magnetic fields or magnetic fields producing electric current by using data or observations.	Identify how forces are acting on a macroscopic object during a collision in a model. Identify examples of electric current producing magnetic fields or magnetic fields producing electric current by using data or observations.	Construct a claim for how a familiar device functions to minimize the forces on a macroscopic object during a collision. Predict or draw conclusions about how a change to a system affects how electric current produces magnetic fields or how magnetic fields produce electric current by using data.	Select, evaluate, or revise the design of a familiar device that minimizes the forces on a macroscopic object during a collision. Plan or conduct an investigation to determine cause-and-effect relationships between magnetic fields and electric current.
PS-3 Energy • HS-PS3-2 **SEP** • Developing and Using Models • Asking Questions and Defining Problems (Supporting) **CCC** • Energy and Matter	Attempt to identify questions that would determine whether an object's kinetic or potential energy is changing in a system.	Identify questions that would determine whether an object's kinetic or potential energy is changing in a system.	Show how kinetic and potential energy change in a system when an object's position changes or when the particles making up an object change their motion by using a model.	Develop or use models to describe how energy is conserved at the macroscopic or particle level when kinetic and/or potential energy are transferred or converted from one form to another in a system.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

High School Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
LS-2 Ecosystems: Interactions, Energy, and Dynamics • HS-LS2-2 **SEP** • Using Mathematics and Computational Thinking • Obtaining, Evaluating, and Communicating Information (Supporting) **CCC** • Scale, Proportion, and Quantity • Cause and Effect (Supporting)	Attempt to identify factors that affect population size or biodiversity by using provided information.	Identify factors that affect population size or biodiversity by using provided information.	Describe how a factor affects population size or biodiversity in an ecosystem by interpreting data.	Explain how a factor affects population size or biodiversity in an ecosystem at different scales (e.g., habitat size compared to population size) by using mathematical representations of data.
LS-3 Heredity: Inheritance and Variation of Traits • HS-LS3-1 **SEP** • Asking Questions and Defining Problems • Developing and Using Models (Supporting) • Obtaining, Evaluating, and Communicating Information (Supporting) **CCC** • Cause and Effect • Structure and Function (Supporting) • Patterns (Supporting)	Attempt to identify the function of DNA or chromosomes by using provided information.	Identify the function of DNA or chromosomes by using provided information.	Describe how genes and traits are inherited from parents to offspring by using a model.	Ask questions that will provide information about the cause-and-effect relationships among DNA/chromosomes and/or traits that are inherited from parents to offspring.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

High School Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
LS-4 Biological Evolution: Unity and Diversity • HS-LS4-1 • HS-LS4-3 **SEP** • Obtaining, Evaluating, and Communicating Information (HS-LS4-1, Supporting HS-LS4-3) • Analyzing and Interpreting Data (HS-LS4-3, Supporting HS-LS4-1) **CCC** • Patterns (HS-LS4-1, HS-LS4-3) • Stability and Change (Supporting HS-LS4-1)	Attempt to identify how organisms have changed over time by using provided information. Attempt to identify physical traits that can vary in an organism by using provided information.	Identify how organisms have changed over time by using provided information. Identify physical traits that can vary in an organism by using provided information.	Draw conclusions about patterns of relatedness among organisms by using data (e.g., DNA sequences, amino acid sequences, structures found in organisms, embryos, fossils). Describe changes in the distribution of physical traits that can vary in a population by using data.	Describe how comparing patterns in data (e.g., DNA sequences, amino acid sequences, structures found in organisms, embryos, fossils) provide evidence for evolution and common ancestry of living things. Demonstrate that organisms with helpful traits increase in proportion to organisms lacking those traits by using data as evidence.
ESS-1 Earth's Place in the Universe • HS-ESS1-6 **SEP** • Constructing Explanations and Designing Solutions • Asking Questions and Defining Problems (Supporting) • Analyzing and Interpreting Data (Supporting) **CCC** • Stability and Change • Patterns (Supporting)	Attempt to identify patterns in data about ancient Earth materials, meteorites, or other planetary surfaces by using data.	Identify patterns in data about ancient Earth materials, meteorites, or other planetary surfaces by using data.	Describe Earth's formation and early history by asking questions about ancient Earth materials, meteorites, and other planetary surfaces.	Explain Earth's formation and early history by using data about ancient Earth materials, meteorites, or other planetary surfaces.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

High School Science Performance Level Descriptors

(for American Samoa, Arizona, BIE, CNMI, Guam, Maine, USVI, and Vermont)

Range				
ESS-2 Earth's Systems • HS-ESS2-4 • HS-ESS2-5 **SEP** • Developing and Using Models (HS-ESS2-4) • Planning and Carrying Out Investigations (HS-ESS2-5) • Analyzing and Interpreting Data (Supporting HS-ESS2-5) • Asking Questions and Defining Problems (Supporting HS-ESS2-5) **CCC** • Cause and Effect (HS-ESS2-4, Supporting HS-ESS2-5) • Energy and Matter (Supporting HS-ESS2-4) • Structure and Function (HS-ESS2-5)	Attempt to identify how energy flows between two Earth systems by using a model. Attempt to identify testable questions about how water affects Earth's materials and surface processes.	Identify how energy flows between two Earth systems by using a model. Identify testable questions about how water affects Earth's materials and surface processes.	Describe how energy from the Sun drives Earth's climate system by using a model. Use data or observations to draw conclusions about how water affects Earth's materials and surface processes.	Predict or draw conclusions about how various factors (e.g., large volcanic eruptions, human activity, solar output, changes to Earth's orbit and axis, changes to atmospheric composition, etc.) cause changes to Earth's climate (measured as changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, biosphere distribution) by using models. Plan or conduct an investigation of the properties of water and its effects on Earth materials and surface processes (e.g., stream transportation and deposition using a stream table, frost wedging by the expansion of water as it freezes, or chemical weathering and recrystallization by testing the solubility of different materials).
ESS-3 Earth and Human Activity • HS-ESS3-4 **SEP** • Constructing Explanations and Designing Solutions • Engaging in Argument from Evidence (Supporting) • Analyzing and Interpreting Data (Supporting) **CCC** • Stability and Change • Cause and Effect (Supporting)	Attempt to identify the impact of positive or negative local human activities on natural systems by using data.	Identify the positive or negative impacts of local human activities on natural systems by using data.	Construct a claim about how a local technological solution reduces the negative impact of human activities on natural systems.	Evaluate or refine the design of a local technological solution that reduces the negative impact of human activities on natural systems.

SEP—Science and Engineering Practices; CCC—Crosscutting Concepts; ESS—Earth and Space Science; PS—Physical Science; LS—Life Science

Appendix C: Scale Score Ranges

Table 1. 2025 Performance-Level Scale Score Ranges for ELA and Mathematics

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

Table 2. 2025 Performance-Level Scale Score Ranges for Science

Performance Level	Grade 5	Grade 8	High School
Level 4	1247–1290	1254–1290	1251–1290
Level 3	1240–1246	1240–1253	1240–1250
Level 2	1236–1239	1236–1239	1236–1239
Level 1	1200–1235	1200–1235	1200–1235

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msaa
Multi-State Alternate Assessment

Name: FIRSTNAME LASTNAME
ID: D0164
School: Demonstration School
Test Date: Spring 2025
Grade: 05

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

Performance Summary

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

English Language Arts

Performance Level **Level 2** Score **1236**

1236

Level 1	Level 2	Level 3	Level 4
1200-1231	1232-1239	1240-1255	1256-1290

Meets Expectations

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1234 and 1238.

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

Reading 73% **Writing 25%**

Mathematics

Performance Level **Level 3** Score **1243**

1243

Level 1	Level 2	Level 3	Level 4
1200-1231	1232-1239	1240-1252	1253-1290

Meets Expectations

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1240 and 1246.

Performance Level Descriptors

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

English Language Arts

- ✓ use brief literary texts with clear ideas to answer questions about the text; compare characters, settings, and events; and summarize a text
- ✓ use brief informational texts with clear ideas to identify the main idea and supporting details, use details from the text to support an author's point, and compare and contrast information and events in different texts
- ✓ use context to define multiple-meaning words
- ✓ identify elements of a narrative text to include beginning, middle, and end
- ✓ identify a sentence that is organized for a text structure such as comparison/contrast
- ✓ write a narrative with limited command of organization, idea development, and/or conventions

Mathematics

- ✓ solve problems with whole numbers, fractions, or decimals using mathematical language and symbolic representations (e.g., <, >, =)
- ✓ identify place values
- ✓ round decimals
- ✓ identify the effects of multiplication
- ✓ convert standard measurements including minutes and hours
- ✓ locate a given point on a coordinate plane
- ✓ make comparisons between data sets

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Dear Parents and Guardians,

This report summarizes your child's performance on the online 2025 Multi-State Alternate Assessment (MSAA). This report shows the scaled score and performance levels in English Language Arts (ELA) and Mathematics. Also shown is the percent of possible points earned in Reading and Writing. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

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

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

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

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

What skills can be worked on next?

English Language Arts

+ Summarize a text
+ Summarize a text and use inferences
+ Use content vocabulary
+ Use transition words in writing

Mathematics

+ Use mathematical terms and symbols (<, >, =)
+ Solve problems related to percent, rates, and ratios
+ Find the area of a parallelogram
+ Identify numbers on a number line
+ Solve word problems
+ Identify mean, median, and mode
+ Solve equations with decimals

What now?

Bring this report to your next conference with FIRSTNAME's teachers.

You can ask FIRSTNAME's teachers:

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

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Name: FIRSTNAME LASTNAME
ID: D137
School: Demonstration School
Test Date: Spring 2025
Grade: 05

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

Performance Summary

FIRSTNAME's performance in Science is described below.

Science

Performance Level	Score
Level 3	**1245**

A student's test score can vary. If your child were to be tested again, it is likely that they would receive a score between 1243 and 1247.

Performance Level Descriptors

The scale score and performance level for the content area above summarizes FIRSTNAME's performance on the Science test.

The performance level descriptors below describe the knowledge and skills that children who perform at this level generally demonstrate.

Science

- ✓ Compare the weight of matter before and after a change
- ✓ Predict the future motion of an object
- ✓ Show the direction objects move when released on Earth
- ✓ Describe energy transfer between everyday objects or devices
- ✓ Describe the direction of energy transfer between two organisms
- ✓ Describe how parts of plants or animals have specific functions
- ✓ Describe patterns in trait variations between groups of organisms
- ✓ Describe how modern-day plants or animals compare to their ancestors
- ✓ Identify patterns of rotation or Earth's orbit around the Sun or the Moon's orbit around Earth
- ✓ Describe patterns of weather conditions for a particular season
- ✓ Describe the interaction between two Earth systems
- ✓ Describe an effect of human activities on the environment

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Dear Parents and Guardians,

This report summarizes your child's performance on the online 2025 Multi-State Alternate Assessment (MSAA). This report shows the scaled score and performance levels in Science. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

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

- pictures, charts, tables, and diagrams to help students understand the science concept
- models and examples that explain important ideas and concepts
- use of concrete science terminology and scenarios

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

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

What skills can be worked on next?

Science

+ Use charts, graphs, and models to answer questions
+ Focus on physical science concepts such as,
  - the identities of substances
  - motion
  - changes in forms of energy
  - paths of waves
+ Focus on life science concepts such as,
  - body systems
  - organism growth
  - effects of resource availability
  - energy transfer in an ecosystem
+ Focus on Earth and space science concepts such as,
  - positions of the Sun, the Moon, and Earth
  - seasons, lunar phases, and eclipses
  - geological processes or events on Earth
  - the water cycle
  - human impacts on the environment

What now?

Bring this report to your next conference with FIRSTNAME's teachers.

You can ask FIRSTNAME's teachers:

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

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Multi-State Alternate Assessment