

# Smarter Balanced Assessment Consortium:

## Technical Report Initial Achievement Level Descriptors

CTB/McGraw-Hill

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The Smarter Balanced Assessment Consortium held an Achievement Level Descriptor (ALD) Writing Workshop in October 2012 to draft an initial set of ALDs and to review and comment on a College Content-Readiness policy. Each of the 21 Smarter Balanced Governing States nominated representatives from kindergarten through Grade 12 (K-12) and from two- and four-year colleges and universities (Higher Education) to participate in the workshop. Thirty panelists representing K-12 and 21 panelists representing Higher Education all of whom demonstrated strong knowledge of the Common Core State Standards (CCSS), over 11 years in their profession, and/or prior experience developing ALDs or learning outcome statements participated. The panel developed a set of Policy ALDs, Range ALDs, and Threshold ALDs for English language arts and mathematics and provided valuable feedback on the Smarter Balanced College Content-Readiness Policy.

Workshop panelists examined both the Smarter Balanced Content Specifications and the Common Core State Standards (CCSS) to draft Policy, Range, and Threshold ALDs. Following the workshop, a series of three reviews took place: an internal review by Smarter Balanced staff, and two public review periods in which feedback was collected via an online survey. Content editors reviewed and revised each new draft and worked with Smarter Balanced staff and volunteer leaders to incorporate relevant substantive changes suggested to the draft ALDs. On March 20, 2013, the K-12 and Higher Education State Leads from the Governing States unanimously approved the ALDs. The College Content-Readiness Policy was subsequently approved on April 22, 2013.

Achievement level descriptors (ALDs) are a means of describing performance on a standardized test in terms of levels or categories of performance. For the Smarter Balanced assessments, outcomes will be reported in terms of four levels of achievement: Level 1, Level 2, Level 3, and Level 4. The ALDs are text descriptions of the knowledge, skills, and processes demonstrated by students in each category of performance. The policy, range, and threshold ALDs adopted in March 2013 are labeled as “initial” because they all will be refined and finally adopted by Smarter Balanced after student performance data are collected through a national field test and after standard setting occurs. In addition, they will be augmented to include the reporting ALDs which will ensure a seamless integration of the ALDs with student performance measures.

The Smarter Balanced system includes four types of ALDs, which are defined below and summarized in Table 1.

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards. These descriptors set the tone for the subsequent descriptors. These ALDs are very high-level and are most often used by policymakers. For Smarter Balanced, there will be two types of Policy ALDs, including the Policy ALDs that are aligned to Smarter Balanced’s overall claims and the Content ALDs that are aligned to Smarter Balanced’s content claims (see Tables 2-4)
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing; these ALDs describe the cognitive and content rigor that is encompassed within particular achievement levels. The Range ALDs are developed at the beginning of the testing program. The knowledge, skills, and processes described in the Range ALDs are ones that are expected of students; in other words, they are knowledge, skills, and processes that students *should* have.
- **Threshold ALDs** are created in conjunction with or following Range ALDs and are used to guide standard setting. The Threshold ALDs are a subset of the Range ALDs and use only the information from the range ALDs that defines the minimum performance required for meeting a particular achievement-level expectation. As with the Range ALDs, these ALDs also reflect the knowledge, skills, and processes that are expected of students. As stated above, the knowledge, skills, and processes in ALDs are cumulative. The student who has achieved the threshold Level 3 is assumed to have the knowledge, skills, and processes of the range Levels 1 and 2 ALDs.
- **Reporting ALDs** are the final ALDs that are developed following standard setting. They will provide guidance to stakeholders on how to interpret student performance on the test. These ALDs will be written after the standard setting in summer 2014.

The initial ALDs are not intended to provide guidance to classroom teachers for curriculum or individual student decisions. Such guidance will be provided through the formative assessments.



**Table 1. ALDs by Use, Purpose, and Intended Audience**

| ALD Type  | Use  | Purpose   | Intended Audience   |
|-----------|--|---|---|
| Policy    | Test development and conceptualization                 | Set tone for the rigor of performance standards expected by sponsoring agency   | Policymakers  |
| Range     | Item-writing guidance                                  | Define content range and limits   | Item writers and test developers  |
| Threshold | Cut-score recommendation and standard-setting guidance | Define threshold performance at each achievement level  | Standard-setting panelists  |
| Reporting | Test-score interpretation                              | Describe the knowledge, skills, and processes that test takers demonstrate and indicate the knowledge and skills that must be developed to attain the next level of achievement | Stakeholders, such as parents, students, teachers, K-12 leaders, and higher-education officials |

**Table 2. Smarter Balanced Overall Claims**

| Grade                        | Claim   |
|------------------------------|---|
| Overall Claim for Grades 3–8 | Students can demonstrate progress toward college and career readiness in ELA/literacy [or mathematics]. |
| Overall Claim for Grade 11   | Students can demonstrate college and career readiness in ELA/literacy [or mathematics].                 |

**Table 3. Specific Content Claims for ELA/Literacy**

| Claim Number                     | ELA Content Claims   |
|----------------------------------|--|
| Claim 1 – Reading                | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Claim 2 – Writing                | Students can produce effective and well-grounded writing for a range of purposes and audiences.                            |
| Claim 3 – Speaking and Listening | Students can employ effective speaking and listening skills for a range of purposes and audiences.                         |

|                            |  |
|----------------------------|--|
| Claim 4 – Research/Inquiry | Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information. |
|----------------------------|--|

**Table 4. Specific Content Claims for Mathematics**

| Claim Number                         | Mathematics Content Claims   |
|--------------------------------------|--|
| Claim 1 – Concepts and Procedures    | Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.   |
| Claim 2 – Problem Solving            | Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. |
| Claim 3 – Communicating Reasoning    | Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.                          |
| Claim 4 – Modeling and Data Analysis | Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.                              |

## Developing Achievement Level Descriptors for Smarter Balanced

The creation of ALDs was identified as a major work effort in the Smarter Balanced overall work plan. The ALDs and associated materials were developed in partnership with and under the guidance of developers at CTB/McGraw-Hill with additional support and guidance from the College Board. The initial ALDs were first drafted at the ALD-Writing Workshop and have been revised and refined based on feedback from Smarter Balanced staff, work groups and technical advisors; state K-12 and Higher Education leads; and interested stakeholders from Smarter Balanced Governing States.

### ALD-Writing Workshop

Smarter Balanced held a workshop at the beginning of October 2012 to draft its initial Policy, Range, and Threshold ALDs. K-12 and higher-education representatives from each Governing State participated in the workshop. The workshop panelists included K-12 teachers and administrators, as well as faculty from two- and four-year colleges and universities. Individuals who had strong knowledge of the CCSS and/or had participated previously in developing achievement level descriptors or learning outcome statements were nominated by their states' K-12 and Higher-Education Leads (the primary state representatives to Smarter Balanced) and were selected by Smarter Balanced staff, volunteer leaders, and contractors. Members of the Smarter Balanced Technical Advisory Committee and individuals from Student Achievement Partners who were primary writers of the CCSS also attended the workshop to act as expert advisors. Appendix A lists all workshop panelists as well as workshop facilitators.

To create the ALDs, the workshop panelists examined both the Smarter Balanced Content Specifications ([www.smarterbalanced.org/smarter-balanced-assessments/](http://www.smarterbalanced.org/smarter-balanced-assessments/)) and the CCSS ([www.corestandards.org](http://www.corestandards.org)). For the policy ALDs, the panelists delineated the Smarter Balanced overall claims and content claims described in the Content Specifications into achievement levels. The Range and Threshold ALDs drew upon the assessment targets in the Smarter Balanced Content

Specifications, as well as the specific content standards in the CCSS that underlie the assessment targets.

## Review Cycles and Public Feedback

Following the workshop, a series of reviews took place. First, an internal review by Smarter Balanced staff was undertaken. This was followed by a public review period in which Smarter Balanced collected feedback through an online survey. Following the public review and associated revisions, a final review was conducted by K-12 and Higher Education State Leads.

## College Content-Readiness Policy

The CCSS enable the development of policies to more clearly connect K-12 and higher education. The standards were developed by both higher education faculty and K-12 content experts to clearly articulate the knowledge and skills necessary for college readiness in English language arts and mathematics. The Smarter Balanced draft Initial Achievement Level Descriptors and College Content-readiness Policy takes that process a step further by defining the performance standards that students must meet in order to be exempt from developmental coursework (not only what students must learn but to what degree they must master the specified knowledge and skills).

In order to guide colleges, universities, and schools in interpreting student performance, an operational definition of “college content-readiness” and accompanying policy framework were developed by state Higher-Education and K-12 Leads, as well as the faculty and teachers representing their states at the ALD-writing workshop. Together, the operational definition and policy framework describe how colleges, universities, and schools should interpret student performance. The definition of college content-readiness, policy framework and related stipulations were developed over the course of several meetings with the state K-12 and Higher Education Leads, as well as discussion with participants at the ALD-writing workshop. After each meeting, the draft was further refined. Like the ALDs, the definition and policy framework represent initial work that will be refined once student performance data are collected and analyzed.

## Policy ALDs

For both ELA/literacy and mathematics, Smarter Balanced has an overall claim for Grades 3–8 and an overall claim for Grade 11. In addition, there are four specific content claims in each of the two main content areas (ELA/literacy and mathematics). Through these claims, Smarter Balanced has made an assertion about the desired performance of students.

**Policy ALDs.** The overall claim was delineated into the following four levels (with the defining phrases<sup>1</sup> bolded):

- The Level 4 student demonstrates **thorough understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 3 student demonstrates **adequate understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

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<sup>1</sup> Defining phrases provide context for the expectations of the student in each achievement level.

- The Level 2 student demonstrates **partial understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 1 student demonstrates **minimal understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

**Content ALDs.** For reporting purposes, content claims are not delineated into the four achievement levels. According to the current blueprint for the assessment (dated November 2012), students will receive a sub-score for each of the specific content claims, with one exception: in mathematics, because of the close relationship between problem solving and modeling, content claims 2 and 4 will be combined for reporting purposes.

### Range and Threshold ALDs

Range ALDs have been created for each assessment target and Threshold ALDs for each content category associated with the specific content claims. To create the original draft ALDs, the panelists worked from an abbreviated version of the Smarter Balanced Content Specifications in which the assessment targets were laid out side by side with the related standards from the CCSS. First, the panelists delineated range ALDs for the four achievement levels using both the Smarter Balanced Content Specifications and the CCSS. This method ensured a high level of fidelity to the standards. Once the range ALDs were drafted, the panelists created threshold ALDs by identifying the knowledge, skills, and processes within each range ALD that would be necessary to enter the achievement level.

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## Chapter 1: Introduction

The Smarter Balanced Assessment Consortium (Smarter Balanced) has developed an interconnected system of initial achievement level descriptors (ALDs) for English language arts/literacy (ELA/literacy) and mathematics. These ALDs were developed through a series of workshops and review cycles that allowed participation from a variety of Smarter Balanced stakeholders. The ALDs provided with this Technical Report are labeled as “initial” because they will be refined and finally adopted by Smarter Balanced after student performance data are collected through a national field test and after standard setting occurs. This will ensure a seamless integration of the ALDs with student performance measures.

The initial ALDs are aligned with the Common Core State Standards (CCSS) and the Smarter Balanced assessment claims, and they are linked to expectations for college readiness. In addition, Smarter Balanced has designated specific uses for these ALDs including item writing, standard setting, and score reporting. This chapter provides an overview of the ALDs, including their use and purpose; summarizes the process used to create the ALDs; and describes the designation of college and career readiness for Grade 11 students.

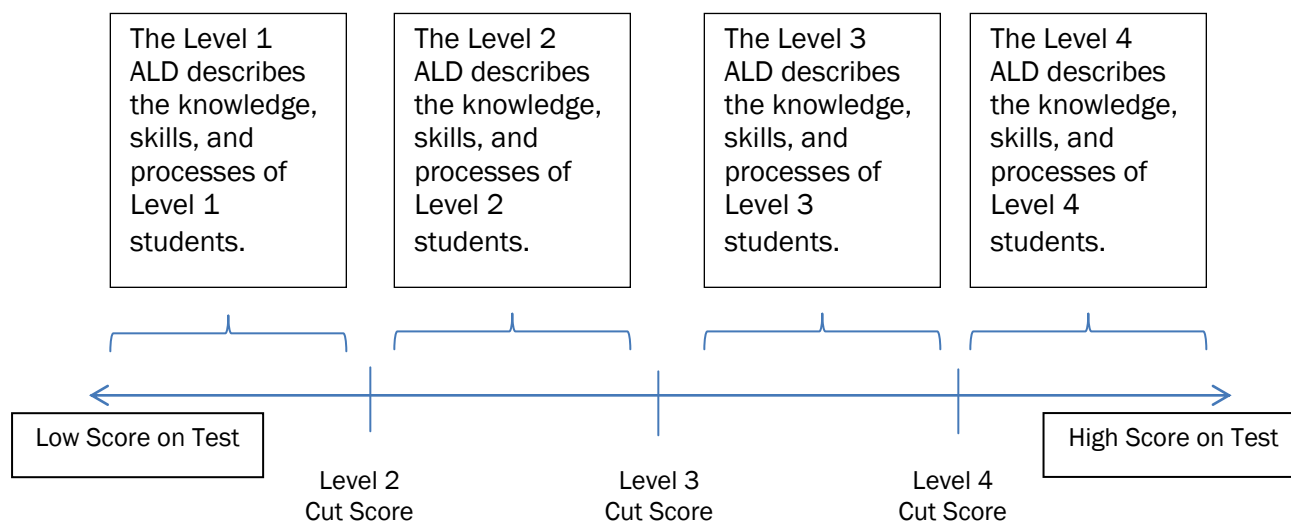
### What Are Achievement Level Descriptors?

Achievement level descriptors are a means of relating performance on a standardized test in terms of levels or categories of performance (Egan, Schneider, and Ferrara, 2012). For the Smarter Balanced assessments, outcomes will be reported in terms of four levels of achievement: Level 1, Level 2, Level 3, and Level 4. The ALDs are text descriptions of the knowledge, skills, and processes demonstrated by students in each category of performance. Figure 1.1 shows the intended relationship between performance on a standardized assessment and the ALDs.

The horizontal line in Figure 1.1 represents the test scale, which ranges from low test scores to high test scores. Low test scores signify poorer performance on the test than do high test scores. The horizontal line is separated by three cut scores that divide students into four levels of achievement. The cut scores represent the test score necessary for a student to move from one level of achievement to the next highest level. The ALDs describe the knowledge, skills, and processes of the students in each level of achievement.<sup>1</sup>

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<sup>1</sup> The mathematics ALDs arise from the Smarter Balanced Assessment Targets and the closely associated CCSS. In some instances, the CCSS aligned to a particular target do not lend themselves to a range of four levels of ALDs as the associated skill requires mastery at the Level 3 range. In such cases, there will appear no Level 4 range ALD.



**Figure 1.1. Relationship between Test Performance and ALDs**

A higher score on the test reflects a greater accumulation of knowledge, skills, and processes. ALDs are cumulative, where the knowledge, skills, and processes of lower level ALDs are subsumed by the higher level ALDs. For example, a Level 3 student is assumed to be able to possess the knowledge, skills, and processes described in Levels 1 and 2.

ALDs are most commonly used to communicate the meaning of test scores. When reporting scores using ALDs, sponsoring agencies provide parents, teachers, and other stakeholders with clear summaries of the different levels of performance. It is important to recognize, however, that there are other purposes for ALDs beyond score reporting, including policy guidance and standard setting (establishment of cut scores) as well as item development (Egan, Schneider, and Ferrara, 2012). To address all intended uses, Smarter Balanced has developed a system of interrelated ALDs (Egan, Schneider, and Ferrara, 2012) that support the entire testing program. This system includes four types of ALDs, which are defined below and summarized in Table 1.

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards. These descriptors set the tone for the subsequent descriptors. These ALDs are very high-level and are most often used by policymakers. There are two types of policy ALDs, including the policy ALDs that are aligned to the Consortium's overall claims and the content ALDs that are aligned to its content claims.
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing; these ALDs describe the cognitive and content rigor that is encompassed within the entire portion of the test scale represented by a particular achievement level. The range ALDs are developed at the beginning of the testing program. The knowledge, skills, and processes described in the range ALDs are ones that are expected of students; in other words, they are knowledge, skills, and processes that students *should* have.
- **Threshold ALDs** are created in conjunction with or following range ALDs and are used to guide standard setting. The threshold ALDs are a subset of the range ALDs. The threshold ALDs use only the information from the range ALDs that defines the minimum performance required for meeting a particular achievement-level expectation. As with the range ALDs, these ALDs also reflect the knowledge, skills, and processes that are expected of students. As stated above, the knowledge, skills, and processes in ALDs are cumulative. It is important

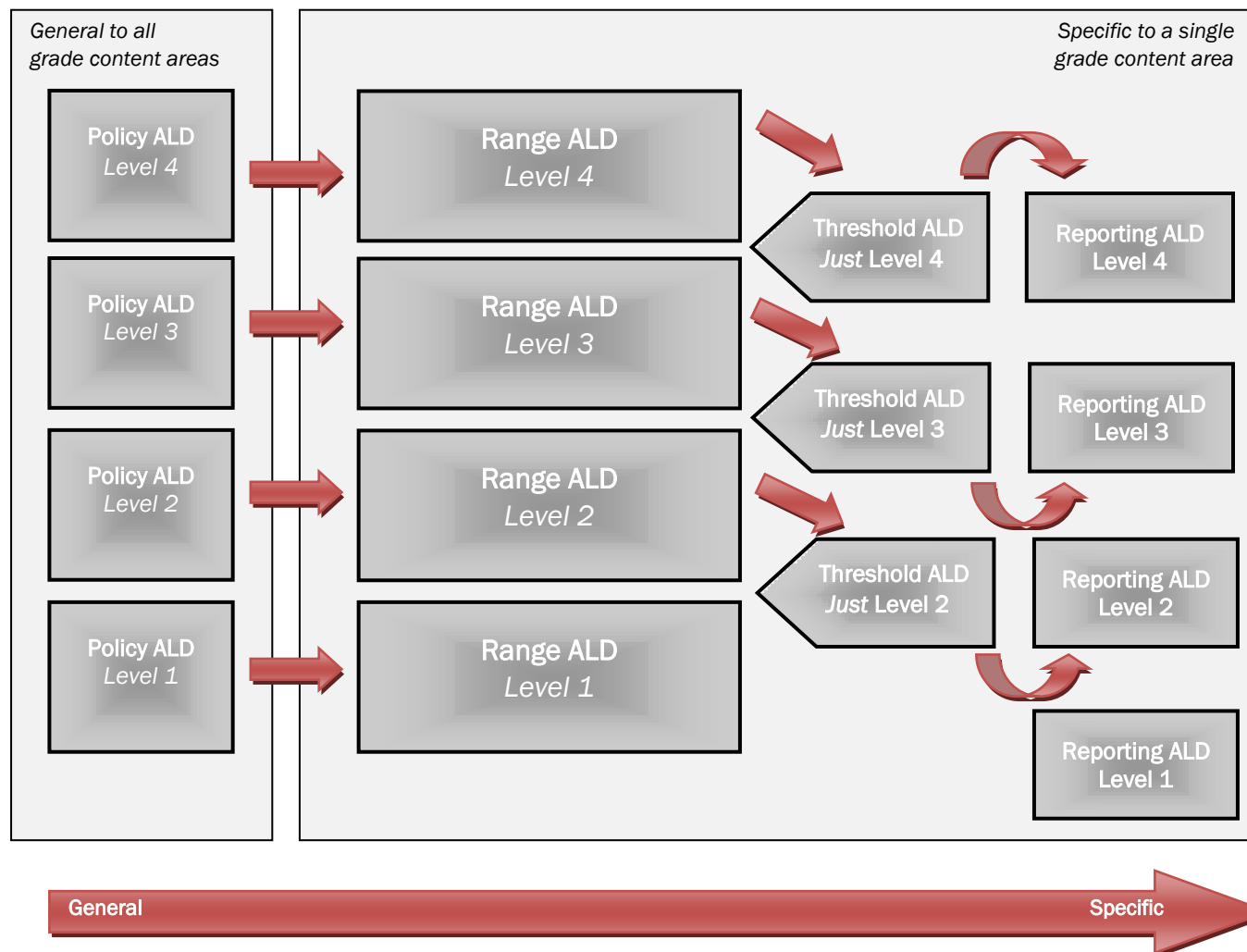
to understand that the threshold ALDs reflect the cumulative skills of the range ALDs of the next lower achievement level, not just the threshold ALDs. The student who has achieved the threshold Level 3 is assumed to have the knowledge, skills, and processes of the range Levels 1 and 2 ALDs.

- **Reporting ALDs** are the final ALDs that are developed following standard setting. They will provide guidance to stakeholders on how to interpret student performance on the test. These ALDs will be written after the standard setting in summer 2014. An important difference between the reporting ALDs and the range/threshold ALDs is that the reporting ALDs reflect student test performance and the final approved cut scores. As such, they reflect the knowledge, skills, and processes that students *can* do.

**Table 1.1 ALDs by Use, Purpose, and Intended Audience**

| ALD Type  | Use  | Purpose   | Intended Audience   |
|-----------|--|---|---|
| Policy    | Test development and conceptualization                 | Set tone for the rigor of performance standards expected by sponsoring agency   | Policymakers  |
| Range     | Item-writing guidance                                  | Define content range and limits   | Item writers and test developers  |
| Threshold | Cut-score recommendation and standard-setting guidance | Define threshold performance at each achievement level  | Standard-setting panels   |
| Reporting | Test-score interpretation                              | Describe the knowledge, skills, and processes that test takers demonstrate and indicate the knowledge and skills that must be developed to attain the next level of achievement | Stakeholders, such as parents, students, teachers, K–12 leaders, and Higher Education officials |

Figure 1.2 presents an overview of the system of ALDs, indicating how the four types of ALDs are linked and how each ALD informs the development of the next ALD type. As depicted in the figure, the policy ALDs are overarching statements that encompass all grade content areas. The policy ALDs state educational goals regarding what students within the performance levels are expected to do. From these policy ALDs, the range ALDs are developed to incorporate grade- and content-specific information about the knowledge, skills, and processes that students are expected to demonstrate along the proficiency continuum. Range ALDs describe the types of evidence that items within an achievement level should elicit to support the policy claims, and for this reason, they support item writing. Range ALDs are built using Smarter Balanced Content Specifications and the Common Core State Standards (CCSS). The threshold ALDs are the preliminary conceptualization of the minimum evidence a student should demonstrate from the range ALDs to meet an achievement level expectation. The reporting ALDs are the final indication of the threshold ALDs based upon the final approved cut scores.



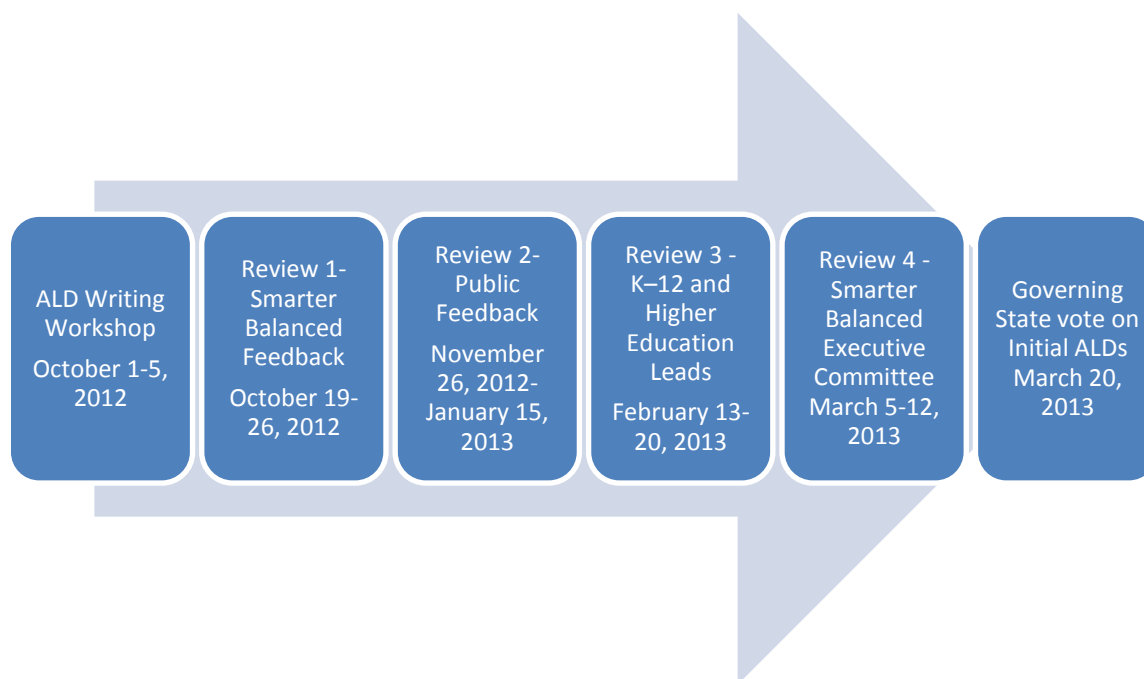
**Figure 1.2 Framework for ALD Development**

As indicated in Figure 1.2, the policy ALDs are general statements that apply to all grade content areas, while the range ALDs, threshold ALDs, and reporting ALDs are specific to a single grade content area. A threshold ALD is not created for the lowest achievement level, because there is no cut score for the lowest achievement level. Once the cut scores are finalized, reporting ALDs should be developed for the lowest achievement level. It should be noted that the range ALDs may need to be adjusted once operational data are available, the cut scores are finalized, and the reporting ALDs are developed.

## Developing Achievement Level Descriptors for Smarter Balanced

The creation of ALDs was identified as a major work effort in the Consortium's overall work plan. The ALDs and associated materials were developed in partnership with and under the guidance of Research Scientists at CTB/McGraw-Hill (CTB). The ALDs associated with this Technical Report were

created at a workshop and have been revised based on three review cycles. Figure 1.3 shows the series of workshops and reviews cycles that were undertaken in order for these ALDs to be created.



**Figure 1.3 High-level Process Flow to Create Initial ALDS**

## ALD Writing Workshop

Smarter Balanced held an ALD Writing Workshop at the beginning of October 2012 to draft its initial policy ALDs, range ALDs, and threshold ALDs. Each Governing State sent representatives from kindergarten through Grade 12 (K–12) and from two- and four-year colleges and universities (Higher Education) to participate in the workshop. The workshop panelists included K–12 teachers and administrators, as well as faculty from two- and four-year colleges and universities. Individuals who had strong knowledge of the CCSS and/or had participated previously in developing ALDs or learning outcome statements were nominated by their states’ K–12 and Higher Education Leads (the primary state representatives to Smarter Balanced) and were selected by Smarter Balanced staff, co-chairs from the Test Development and Validation work group, and contractors. Members of the Smarter Balanced Technical Advisory Committee and individuals from Student Achievement Partners (who were primary writers of the CCSS) attended the ALD Writing Workshop to act as expert advisors.

To create the ALDs, the workshop panelists examined both the Smarter Balanced Content Specifications ([www.smarterbalanced.org/smarter-balanced-assessments/](http://www.smarterbalanced.org/smarter-balanced-assessments/)) and the CCSS ([www.corestandards.org](http://www.corestandards.org)). For the policy ALDs, the panelists’ first step was to delineate the Smarter Balanced overall claims and specific content claims (as described in the Content Specifications) into achievement levels using a carefully guided process. The range ALDs and threshold ALDs drew upon the assessment targets in the Smarter Balanced Content Specifications, as well as the specific content standards in the CCSS that underlie the assessment targets. The workshop will be fully described in Chapter 3.



## Review Cycles

Following the workshop, a series of reviews took place. First, an internal review by Smarter Balanced staff was undertaken. This was followed by two public review periods<sup>2</sup> where Smarter Balanced collected feedback through an online survey. The second of the public reviews was limited to the K–12 and Higher Education Leads from the Smarter Balanced Governing States. The ALDs were discussed by the K-12 and Higher Education State Leads on March 19. On March 20, 2013, the K-12 and Higher Education State Leads from the governing states voted unanimously to approve the ALDs.

See Figure 1.3 for an overview of the review cycles. The review cycles will be fully described in Chapter 6.

## College Content Readiness

A primary goal of Smarter Balanced is for colleges and universities to use student performance on the Smarter Balanced Assessment System as evidence of readiness for college. Specifically, a test score that results in achievement Level 3 or Level 4 will be evidence that the student is ready for credit-bearing coursework and may be exempted from remedial or developmental courses. In order to guide colleges and universities, schools, students, and parents in interpreting student performance, an operational definition of “college readiness” and a policy framework were developed by state K–12 and Higher Education Leads as well as the faculty and teachers representing their states at the ALD Writing Workshop. Together, the operational definition and policy framework describe what a college readiness designation means in the context of the Smarter Balanced Assessment System and how colleges and universities, schools, students, and parents should interpret student performance.

The College Content-readiness Policy was developed over the course of several meetings with the state K–12 and Higher Education Leads as well as the participants at the ALD Writing Workshop. After each meeting, the draft was further refined. The College Content-readiness Policy was approved by state vote on April 22<sup>nd</sup>, 2013. The policy may be further refined once student performance data are collected and analyzed.

Smarter Balanced recognizes that college readiness encompasses a wide array of knowledge, skills, and dispositions, not all of which will be measured by the Smarter Balanced assessments. As a result, Smarter Balanced narrowed the focus of its college readiness definition to *content readiness* in the core areas of ELA/literacy and mathematics. Further, Smarter Balanced recognizes the limits of relying on a single test score obtained at the end of Grade 11 for making high-stakes decisions and fully supports the use of multiple measures to determine student course placement in Higher Education. As a result, the policy framework encompasses the evaluation of evidence of Grade 12 learning and the use of additional data drawn from placement tests or other sources to determine appropriate course placement in higher education. Finally, the college content readiness definition and policy framework are not designed to inform college or university admission decisions because the Smarter Balanced assessments are not being developed for that purpose.

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<sup>2</sup> The terms “review cycle” and “review period” are used interchangeably in this document.

**Validation.** It will be important to validate the chosen cut scores through longitudinal studies of students who completed the Smarter Balanced assessments in Grade 11 and subsequently entered Higher Education. The first such students will enter Higher Education in the fall of 2016. As Smarter Balanced develops and implements its comprehensive validity research agenda, the Consortium welcomes feedback on the best approach and criterion for testing this important element of predictive validity.

**Career Readiness.** The Smarter Balanced overall claim asserts that a student can demonstrate career readiness in addition to college readiness. Smarter Balanced is committed to providing information on students' readiness for the full array of postsecondary academic and career preparation options. Smarter Balanced is working with experts in career readiness to determine how the assessment can best advise students on their readiness for postsecondary career pursuits.

## Structure of the Technical Report

The primary purpose of this Technical Report is to provide a detailed account for all the relevant aspects of the creation of the ALDs. Each chapter of this Technical Report will focus on a unique portion of the work that occurred to create the Consortium's system of ALDs.

- Chapter 1 explains the use and purpose of ALDs, provides an overview on the ALD Writing Workshop, and discusses the validity evidence that will be collected in this Technical Report.
- Chapter 2 presents a framework for the validity evidence that will be presented throughout this Technical Report.
- Chapter 3 examines the panelist nomination and selection process and the demographics of the panelists who were chosen. It also explains panelist assignments and roles at the ALD Writing Workshop itself.
- Chapter 4 details the implementation of the workshop. This chapter explains the activities that occurred on each day of the workshop.
- Chapter 5 provides the panelist evaluations of the workshop. Panelists were asked to provide feedback on each activity of the workshop. Their feedback is summarized in this chapter.
- Chapter 6 explains the review cycles and examines the feedback elicited during the review cycles.
- Chapter 7 provides the policy ALDs that were created from the workshop and review cycles.
- Chapter 8 summarizes the way in which all chapters contribute to the evidence for procedural validity.

### Chapter 2: Validity Framework

This Technical Report synthesizes various pieces of evidence that support (or disconfirm) the validity of the ALDs created as a result of the ALD Writing Workshop and review cycles. “Validation involves the specification (the interpretative argument) and evaluation (the validity argument) of the proposed interpretations and uses of scores” (Kane, 2006, p. 23). In the case of the initial ALDs, the test scores are not yet available; however, a network of inferences and assumptions can be specified that lead from the proposed uses of the ALDs to the final set of initial ALDs. In building the interpretative argument, various pieces of evaluative information can be collected that will contribute to the validity of the ALDs.

#### Building the Interpretative and Validity Arguments

Figure 2.1 shows the network of inferences that lead from the Consortium’s planned uses for the ALDs through the design stage, the implementation stage, and the outcomes. Within each of the broader stages, the methodological (blue boxes) and evaluative (grey boxes) aspects are defined.

As shown in Figure 2.1, the design phase includes the planning for the workshop, the nomination and selection of panelists, and the review cycles. The plans for each of these should be explicit and practicable. Phase I of the design stage informs the implementation stage. Within the implementation stage, the process, the panelists, and the workshop tools and tasks must be evaluated. Phase I of the implementation stage leads to the first phase of outcomes, which is the first draft of the initial ALDs. Within the outcomes stage, the first draft of the initial ALDs will be evaluated for support by panelists, for coherence, and for alignment to the Consortium’s planned uses.

The outcomes of the first phase and the design of the second phase informed the implementation of the second phase, reviewing the initial ALDs. This second phase of implementation informed the final set of outcomes.

Figure 2.1 will be important throughout this Technical Report as a framework for collecting pieces of evidence that ultimately contribute to the validity argument. Portions of Figure 2.1 will be copied where relevant throughout this Technical Report so that the reader may understand the flow of the validity argument. These pieces of validity evidence will work together to form a cohesive and logical argument to support the validity of the interpretations of the initial ALDs (Kane, 1993; Kane, 2001). Evaluation by an outside researcher will be applicable for some components of the validity framework.

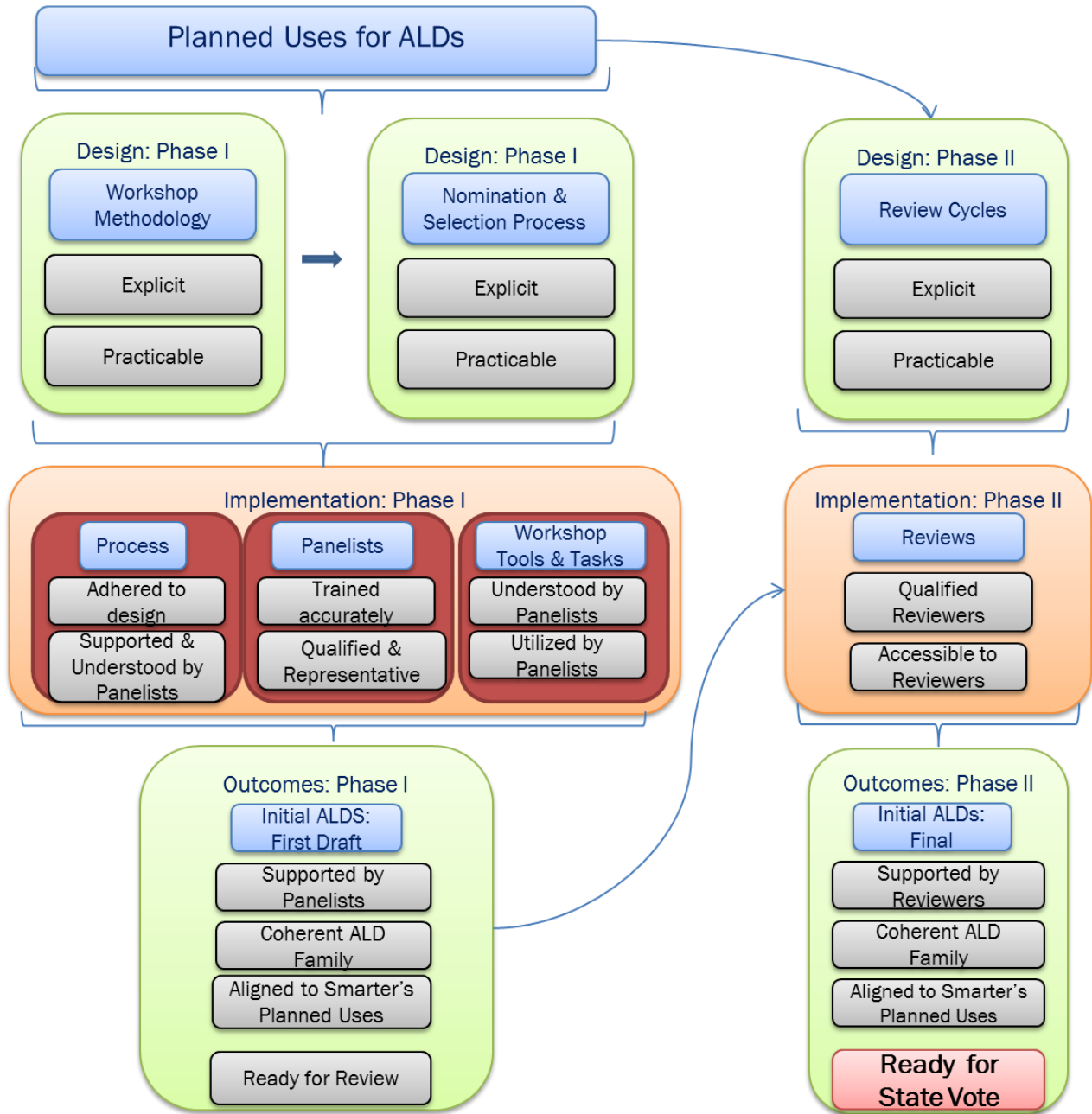


Figure 2.1 Network of Inferences from Planned Uses of ALDs to the Outcomes of the ALD Review Cycles

#### Planned Uses

Chapter 1 examined the Consortium’s planned uses for the ALDs. Smarter Balanced intends to use the ALDs to guide policy, item writing, standard setting, and score reporting. With these uses in mind, staff from CTB and Smarter Balanced designed a methodology to create a family of interrelated ALDs:

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards;
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing;
- **Threshold ALDs** are grade- and content-specific descriptors created in conjunction with or following range ALDs and used to guide standard setting;
- **Reporting ALDs** are the final ALDs that are developed following standard setting, and they will provide guidance to stakeholders on how to interpret student performance on the test.

#### Design Phase

##### Evidence of Procedural Validity

The bulk of the evidence that will support or disconfirm the validity arguments of Figure 2.1 will center on the procedural validity of the workshop. This section will summarize several aspects of evidence for procedural validity that are relevant for the ALD Writing Workshop, including explicitness, practicability, implementation, and documentation (Hambleton & Pitoniak, 2006). This section discusses the types of evidence collected. Table 2.1 summarizes each aspect of procedural validity, how it was addressed, and where it can be found in this Technical Report.

**Table 2.1 Evidence of Procedural Validity**

| Procedural Validity                         | Evidence                                     | Technical Report Section       |
|---|--|--------------------------------|
| Explicitness                                | Design specifications, implementation        | Chapter 3, Appendix IV         |
| Practicability: logistics                   | Implementation                               | Chapter 3                      |
| Practicability: task understandability      | Panelist evaluations                         | Chapter 4                      |
| Practicability: procedure understandability | Panelist evaluations                         | Chapter 4                      |
| Implementation: workshop purpose            | Briefing materials, training during workshop | Chapter 3, Appendix IV         |
| Implementation: panelist selection          | Nomination and selection process             | Chapter 2                      |
| Implementation: panelist training           | Briefing materials, training during workshop | Chapter 3, Appendices V and VI |

### *Explicitness*

In practice, this criterion refers to the need for detailed, clearly written design specifications. The specifications should be precisely written so that the workshop design may be clearly communicated to interested parties and so the design may be replicated (van der Linden as cited in Hambleton & Pitoniak, 2006). The design of the workshop was communicated to and reviewed by the Smarter Balanced Technical Advisory Committee in July 2012. The workshop design and implementation of the design are discussed in Chapter 4.

### *Practicability*

When designing a workshop to ensure practicability, the design team must make certain that the proposed design is logistically feasible, the tasks are understandable to panelists, and the procedure itself is understandable to a lay audience. The practicability of the workshop was measured through the surveys that were administered to workshop participants. The results of the survey are discussed in Chapter 5.

- **Logistical Feasibility.** This aspect of practicability requires that design specifications for the workshop are reasonable and can be implemented in a meaningful, practical way.
- **Task Understandability.** For an ALD to be meaningful, panelists must understand the judgment and authoring tasks that they are being asked to perform.
- **Procedural Understandability.** This aspect of the practicability criterion suggests that the ALD writing procedure and the results from that procedure should be understandable to the public.

### *Documentation*

All the other aspects of procedural validity hinge on this final aspect: documentation. If all the aspects of the workshop are not documented, then there is no evidence of procedural validity (regardless of how well the workshop was implemented). This Technical Report is a major piece of this documentation.

### **Implementation Phase**

This criterion addresses aspects of the workshop that should be implemented during the workshop itself, including the purpose of the workshop/review cycle, the selection of panelists/respondents, and the training of panelists/respondents (Kane, 2001; Hambleton & Pitoniak, 2006). The implementation of the workshop is detailed in Chapter 4.

### *Nomination and Selection Process*

Panelists need to have content knowledge and student knowledge, and the overall group of panelists must reflect the entirety of the Smarter Balanced Consortium's membership. Panelist selection is discussed in Chapter 3.

### *ALD Writing Workshop*

- **Workshop Purpose.** Panelists should understand the reason for the workshop and the products that they will develop for Smarter Balanced.
- **Panelist Training.** Training is crucial to panelist understanding of the tasks and concepts

introduced at the workshop (Raymond and Reid, 2001; Hambleton and Pitoniak, 2006). If panelists do not understand the tasks asked of them, they cannot produce a valid work product.

#### Outcomes Phase

During this phase, Smarter Balanced will hold numerous reviews of the initial ALDs. The Review Cycles are discussed in detail in Chapter 6.

- **Workshop Purpose.** Panelists should understand the reason for the survey and the products that they will review and edit for Smarter Balanced. This is discussed in Chapter 6.
- **Respondent Training.** As with the ALD Writing Workshop, the training for survey respondents is crucial to panelist understanding of the tasks and concepts introduced in the survey. If respondents do not understand the tasks asked of them, they cannot produce a valid work product. This is discussed in Chapter 6.
- **Respondent Qualifications.** The survey respondents should have content knowledge and knowledge of students. The background information of the survey respondents is discussed in Chapter 6.

The ultimate outcome of the process is the set of initial ALDs. Each draft of the ALDs should have support from the reviewers that the ALDs are valid, the ALDs should form a coherent ALD family, and the ALDs should align with the Consortium's planned uses.

#### Summary

This chapter presented a framework through which evidence for the validity of the initial set of ALDs will be collected. This framework started with the Consortium's planned uses for the ALDs. From there, a design will be created to take into account the planned uses. The design will inform the implementation phase. The end results, the outcome, will be the initial set of ALDs.



### Chapter 3: ALD Writing Workshop Panelists

The selection of appropriately qualified, appropriately informed panelists helps to assure the development of descriptors that are content- and grade-level appropriate. In the case of the ALDs, this means that the panelists should understand the content that they are being asked to analyze and they should understand how a variety of students typically approach that content. This chapter examines the qualifications of the panelists who were chosen for the workshop.

This chapter begins by examining the panelists in terms of the validity framework. It then describes the processes used to nominate and select panelists. The original design for panelist selection may be found in Appendix I. This is followed by a discussion of the demographics of the nominee pool as well as the final selected panelists. The chapter concludes with a description of how panelists were grouped at the ALD Writing Workshop.

#### Panelists and the Validity Framework

Figure 3.1 again shows the network of inferences that lead from the planned uses for the ALDs to the final set of initial ALDs. Unlike Figure 2.1, Figure 3.1 focuses only on those aspects of the framework that are relevant to this chapter: the nomination and selection process as well as the qualifications and representativeness of the panelists.

When conducting a standard setting, the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) suggest that “(d)ocumentation should . . . include the selection and qualification of judges . . . .” The same advice is applicable to the panelists who were selected for and participated in the ALD Writing Workshop. The selection process must be explicit; in other words, it should be logical, coherent, and replicable. The original design for panelist selection is included in Appendix I. It is beyond the scope of this Technical Report to compare the original design against the implementation of that design. The implementation will be described in this chapter. An external evaluator should judge the adherence of the steps described in this chapter to those outlined in the original design.

In addition to being qualified, the final group of selected panelists should be representative of the Smarter Balanced Assessment Consortium’s member states. There are many different variables that can be used to define representativeness. For the purposes of this workshop, it was desired that all Governing States were represented to provide the opportunity for consensus and transparency across all states and that panelists came from a variety of experiences and teaching situations to help assure the alignment of the ALDs to realistic and rigorous student expectations for all students.



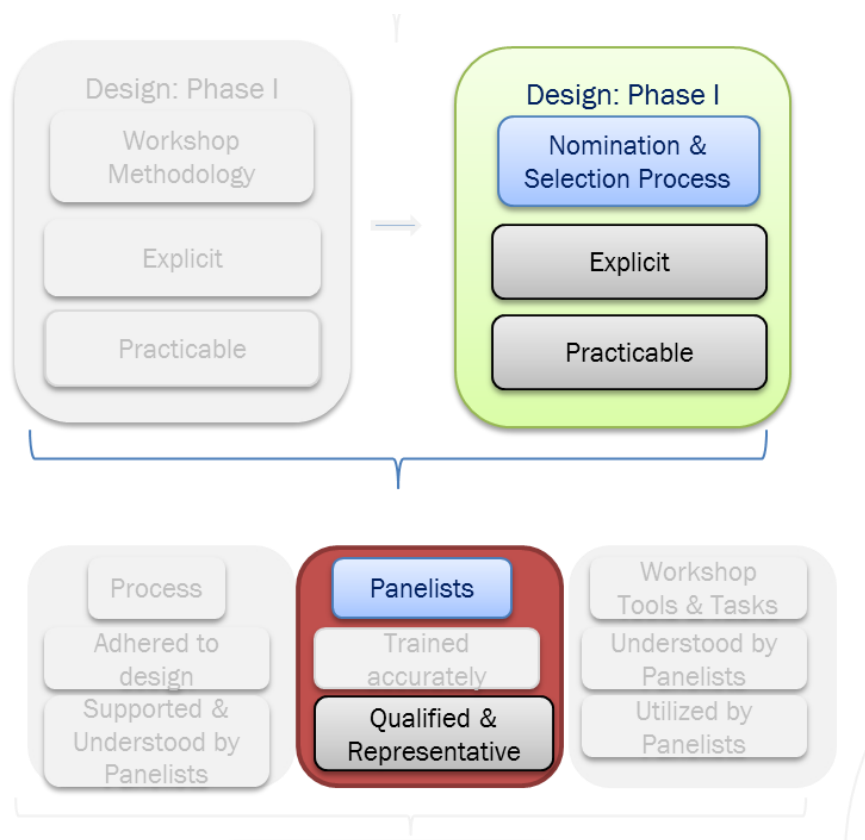


Figure 3.1 Portion of the Network of Inferences Related to Panelist Selection

### **Selection of K–12 and Higher Education Panelists for the ALD Writing Workshop**

To select participants, Smarter Balanced and CTB first conducted a nomination process in which Governing States could nominate potential panelists. Following the close of the nomination process, representatives from Smarter Balanced and CTB worked together to select the panelists from both the K–12 and Higher Education sectors. It should be noted that panelists were selected to fulfill one of three roles: meta-committee member; Higher Education meta-committee member, or general committee member. These roles are described in greater detail at the end of this chapter.

#### **Smarter Balanced Goals for Panelists Representation**

Toward the development of a truly multi-state description of student expectations, it was critical to ensure that multiple expert perspectives were included in the creation of the initial ALDs.

The Smarter Balanced Assessment Consortium indicated several goals prior to the start of the nomination process. For the K–12 panelists, the Consortium's goals included

- representation from every Governing State;
- diversity of teaching experiences among panelists, including panelists who had worked with special populations;
- diversity of demographic characteristics among panelists.

For the Higher Education panelists, the Consortium's goals included

- representation from every Governing State;
- equal representation from two-year and four-year colleges and universities.

Governing States were asked to nominate candidates with whom they had worked and who could capably represent the state. Because Smarter Balanced wanted to create ALDs in which all Governing States had input, it was important that each Governing State be represented at the workshop. With this type of representation, Smarter Balanced has assurance that all Governing States contributed to the ALD process.

Additionally, it was important that these panelists represent a variety of backgrounds. The content of and the student expectations set forth in the ALDs are impacted by the panelists who create them. If all panelists come from a single type of background (e.g., high-performing suburban school districts), then it is unlikely that the final set of initial ALDs will reflect the diversity of experience of educators in the Smarter Balanced Governing States which in turn would lead to the creation of unrealistic student expectations.

#### **Nomination Process**

For the K–12 nomination process, the K–12 Lead from each Governing State of Smarter Balanced was invited to nominate up to two persons for English language arts/literacy (ELA/literacy) and two persons for mathematics. Each Governing State was guaranteed one spot total on the committee.

For the Higher Education nomination process, each Governing State's Higher Education Lead was invited to nominate up to two persons for ELA/literacy and two persons for mathematics from public two- and four-year colleges and universities in a balanced representation of two- and four-year institutions.

#### K–12 Nomination Survey

The K–12 Leads from the Governing States were asked to complete a survey for each nominee using an online survey tool. In many cases, the nominees themselves completed the survey. Appendix II shows the survey. The following variables were collected from the K–12 nominees:

- knowledge of CCSS
- knowledge of college readiness and placement tests
- prior experience with Smarter Balanced
- type of teaching experience
- experience with Special Populations (English language learners, special education, gifted)
- gender
- race/ethnicity
- district type of community (TOC)
- percentage of free and reduced lunch (%FRL) within the district
- educational background (Bachelor's, Master's, PhD)
- preferred grade level
- preferred content area

#### Higher Education Nomination Survey

The Higher Education Leads were also asked to complete a survey for each nominee using an online survey tool. In many cases, the nominees themselves completed the survey. The Higher Education survey is also included in Appendix II. The following variables were collected from the Higher Education nominees:

- knowledge of CCSS
- knowledge of college readiness and placement tests
- prior experience with Smarter Balanced
- teaching experience (two-year or four-year college or university)
- gender
- race/ethnicity
- educational background (Bachelor's, Master's, PhD)
- preferred content area

### Analysis of Nominee Data

The K–12 and Higher Education data were analyzed separately, and the panelists were chosen in separate selection processes. This section describes the analysis of the K–12 data, followed by the analysis of the Higher Education data. The data were analyzed to investigate the diversity of the nominees.

#### Analysis of K–12 Nominee Data

Given that each Governing State was supposed to nominate two the K–12 panelists per content area, there should have been 42 nominees within each content area and 84 nominees total. Some Governing States did not nominate two persons for each content area, and others nominated more than two persons. In all, 91 nominees were considered for 30 panelist slots: 15 for ELA/literacy and 15 for mathematics. Table 3.1 shows the disaggregation of these nominees by preferred grade group.

**Table 3.1 Number of K–12 Nominees by Preferred Grade Group and Content Area**

| Preferred Content Area | Preferred Grade Group |     |     |    |       |
|------------------------|-----------------------|-----|-----|----|-------|
|                        | 3–4                   | 5–6 | 7–8 | 11 | Total |
| Both                   | 3                     |     | 1   |    | 4     |
| ELA/literacy           | 14                    | 4   | 14  | 12 | 44    |
| Mathematics            | 11                    | 8   | 10  | 14 | 43    |
| <i>Total</i>           | 28                    | 12  | 25  | 26 | 91    |

Overall, nearly 82% of the nominees were white/non-Hispanic female. The nominees tended to be experienced teachers, with an average of 23 years in education (with a standard deviation of 9.6 years).

Over 80% of the nominees had a Master’s degree or higher. Just over half had experience teaching special populations. Approximately 39% of panelists had previous experience with Smarter Balanced. All nominees except for one indicated that they were familiar with the CCSS. Additionally, the selection team reviewed the nominees’ statements of their knowledge of the CCSS to ensure the knowledge base of the K–12 nominee pool.

There was diversity among panelists when examining the variables for free and reduced-price lunch (FRL) and for district type (rural, suburban, urban). Table 3.2 shows the disaggregation of panelists based on FRL and district type.

**Table 3.2 Number of Nominees by Preferred Grade Group/Content Area and Percentage of Free and Reduced-Price Lunch (FRL) within District Type**

|                       | Both |     | ELA/Literacy |     |     |    | Mathematics |     |     |    |                |
|-----------------------|------|-----|--------------|-----|-----|----|-------------|-----|-----|----|----------------|
| District Type<br>%FRL | 3-4  | 7-8 | 3-4          | 5-6 | 7-8 | 11 | 3-4         | 5-6 | 7-8 | 11 | Grand<br>Total |
| Rural                 |      |     |              |     |     |    |             |     |     |    |                |
| 0 - 25%               | 1    |     |              |     | 1   |    |             |     | 1   | 1  | 4              |
| 26 - 50%              |      | 1   | 2            |     | 2   | 1  | 3           |     | 3   | 4  | 16             |
| 51 - 75%              |      |     | 1            |     | 2   | 5  | 2           | 2   | 1   | 2  | 15             |
| 76 - 100%             |      |     | 2            |     |     |    |             | 1   | 1   |    | 4              |
| Suburban              |      |     |              |     |     |    |             |     |     |    |                |
| 0 - 25%               | 1    |     | 3            |     |     |    | 1           |     |     |    | 5              |
| 26 - 50%              |      |     | 1            | 1   | 3   | 1  | 1           | 1   | 2   | 6  | 16             |
| 51 - 75%              | 1    |     | 2            |     | 1   | 1  | 1           | 1   |     |    | 7              |
| 76 - 100%             |      |     |              |     |     |    | 1           |     |     |    | 1              |
| Urban                 |      |     |              |     |     |    |             |     |     |    |                |
| 0 - 25%               |      |     |              |     |     |    |             |     |     |    |                |
| 26 - 50%              |      |     | 2            |     | 4   |    | 2           | 2   |     |    | 10             |
| 51 - 75%              |      |     | 1            |     | 1   | 4  |             |     | 1   | 1  | 8              |
| 76 - 100%             |      |     |              | 1   |     |    |             |     |     |    | 1              |
| Missing               |      |     |              | 2   |     |    |             | 1   | 1   |    |                |
| Grand Total           | 3    | 1   | 14           | 4   | 14  | 12 | 11          | 8   | 10  | 14 | 91             |

### Analysis of Higher Education Nominee Data

Higher Education Leads in all Governing States, except for New Hampshire, nominated panelists. There were 41 persons nominated for Higher Education. Three of these nominees were from private schools, so they were removed from the nominee pool because nominees were to be from public colleges and universities. To ensure appropriate representation for Higher Education, the data were examined with intent to maintain a balance in the input between panelists from two-year or community colleges and panelists from four-year colleges or universities. Table 3.3 shows the number of panelists nominated by two- and four-year colleges.

**Table 3.3 Number of Higher Education Nominees by Two- and Four-Year Colleges and Universities**

| Content Area | Two-Year College | Four-Year College/University |
|--------------|------------------|------------------------------|
| ELA/Literacy | 3                | 14                           |
| Mathematics  | 7                | 14                           |

Overall, 55% of the Higher Education nominees were white/non-Hispanic, and 42% of the Higher Education nominees declined to state their race/ethnicity. Nearly 67% of the nominees were female. Just over 30% of panelists had previous experience with Smarter Balanced.

### Panelist Selection

This section provides details of the variables used in the selection process of panelists from the nominees and the demographics of the panelists selected.

#### Variables Used for Panelist Selection

##### K–12 Variables

Following the Consortium’s selection goals, the variables used included race, gender, state, district type, and FRL. The results of the analysis of the nominee data indicated little diversity in terms of race and gender. In order to increase the racial and gender diversity of the panelists, it was necessary to consider both of these variables during the selection process. Panelists who were not non-Hispanic white females were given priority.

However, there was diversity among the nominees in the types of district in which they teach (urban, suburban, rural) and FRL. In order to select a set of panelists to represent a diverse group of teaching experiences, district type and FRL were therefore leveraged as the main selection variables.

As discussed above, the Consortium’s primary goal was that all states have at least one representative on the panel, either in ELA/literacy or mathematics. It was not possible for each state to have a representative on each content area panel as there were only 15 panelist slots on each panel and a total of 21 Governing States. Nine states had two representatives at the workshop. If a state had two representatives, the representatives were assigned to different content areas.

##### Higher Education Variables

College/university type (two- versus four-year) was the primary variable used for Higher Education panelist selection. It was also equally important that all states have at least one representative on the panel.

#### Selecting the Panelists

On September 10 and 14, 2012, representatives of Smarter Balanced and CTB worked together to select the panelists for each workshop, based on the selection variables attributed to the nominee pool. For both K–12 and Higher Education, an important consideration was that each state has at least one panelist on the ELA/literacy or the mathematics committee.

**K–12 Panelist Selection.** Initially, panelists were selected to represent different combinations of district type and FRL. If panelists were not non-Hispanic white females, then they were selected for the panel. After the initial selection, the pool of candidates was examined to assure that the Governing States had at least one committee member. If a state was not represented, then their pool of nominees was considered and used to reconstruct the sample to ensure representativeness and demographic balance.

A small group of K–12 panelists were invited to be members of the K–12 meta-committee. The meta-committee members participated all five days of the workshop. The members of the meta-committee were chosen based on those panelists who indicated having teaching experience at multiple grades and those whose logistical arrangements required that they stay the entire week. No Governing State could have more than one person on the K–12 meta-committee.

**Higher Education Panelist Selection.** Because the number of nominees from the two-year colleges was low, almost all were selected and nominees from the four-year colleges/universities were selected to balance the state representation.

### Panelist Demographics

This section examines the demographics of the selected panelists. Thirty panelists were selected for K–12, and 21 panelists for Higher Education. Within each content area, three nominees were chosen for each of the Grades 3–8 grade bands. For Grade 11, six nominees were chosen within each content area. For Higher Education, 10 panelists were chosen for mathematics, and 11 panelists for ELA/literacy.

#### K–12 Panelist Demographics

Thirty K–12 panelists from 21 Governing States were ultimately chosen to participate in the ALD Writing Workshop. The selected panelists were experienced teachers, with an average of 23.7 years in education (with a standard deviation of 9.2 years). About half of the panelists had experience with teaching special populations. Nearly 67% of the panelists were non-Hispanic white females.

Table 3.4 shows the states from which panelists were chosen by content area. As shown in Table 3.4, all states had at least one panelist on the committee. Nine states had a panelist on both the ELA/literacy and mathematics committees.

Table 3.5 shows the disaggregation of district type by FRL for both content areas. Panelists were distributed across the different district types to the highest degree possible.

**Table 3.4** Number of Panelists for K–12 Selected by State, Disaggregated by Grade and Content Area

| State              | ELA/Literacy |   |   |   |   |   |    | Mathematics |   |   |   |   |   |    | Total |
|--------------------|--------------|---|---|---|---|---|----|-------------|---|---|---|---|---|----|-------|
|                    | 3            | 4 | 5 | 6 | 7 | 8 | 11 | 3           | 4 | 5 | 6 | 7 | 8 | 11 |       |
| California         | 1            |   |   |   |   |   |    |             |   |   |   |   |   | 1  | 2     |
| Connecticut        |              |   | 1 |   |   |   |    |             |   |   |   |   |   |    | 1     |
| Delaware           |              |   |   |   | 1 |   |    |             |   |   |   |   |   |    | 1     |
| Hawaii             |              |   |   |   |   |   | 1  |             |   |   |   |   |   | 1  | 2     |
| Idaho              |              |   |   |   |   |   | 1  | 1           |   |   |   |   |   |    | 2     |
| Iowa               |              |   |   |   |   |   | 1  |             |   |   |   |   |   |    | 1     |
| Kansas             |              |   |   |   |   |   |    |             |   | 1 |   |   |   |    | 1     |
| Maine              |              |   |   |   | 1 |   |    |             |   |   |   |   |   |    | 1     |
| Michigan           |              |   |   |   |   |   |    |             |   | 1 |   |   |   | 1  | 2     |
| Missouri           | 1            |   |   |   |   |   |    |             |   |   |   |   |   | 1  | 2     |
| Montana            |              |   |   |   |   |   |    |             |   |   |   |   |   | 1  | 1     |
| Nevada             |              |   | 1 |   |   |   |    | 1           |   |   |   |   |   |    | 2     |
| North Carolina     | 1            |   |   |   |   |   |    |             |   |   |   |   |   | 1  | 2     |
| Oregon             |              |   |   |   |   |   |    |             |   |   |   | 1 |   |    | 1     |
| South Carolina     |              |   |   |   |   |   | 1  | 1           |   |   |   |   |   |    | 2     |
| South Dakota       |              |   |   |   |   |   | 1  |             |   |   |   |   |   |    | 1     |
| Vermont            |              |   |   |   | 1 |   |    |             |   |   |   |   |   |    | 1     |
| Washington         |              |   |   |   |   |   | 1  |             |   |   |   | 1 |   |    | 2     |
| West Virginia      |              |   | 1 |   |   |   |    |             |   |   |   |   |   |    | 1     |
| Wisconsin          |              |   |   |   |   |   |    |             |   |   |   | 1 |   |    | 1     |
| <i>Grand Total</i> | 3            |   | 3 |   | 3 |   | 6  | 3           |   | 3 |   | 3 |   | 6  | 30    |



**Table 3.5 Number of Panelists for K–12 by Content Area and Percentage of Free and Reduced-Price Lunch (FRL) within District Type**

| FRL by District Type | ELA/Literacy | Mathematics | Grand Total |
|----------------------|--------------|-------------|-------------|
| Rural                |              |             |             |
| 0 - 25%              | 1            | 1           | 2           |
| 26 - 50%             |              | 2           | 2           |
| 51 - 75%             | 3            | 3           | 6           |
| 76 - 100%            | 1            |             | 1           |
| Suburban             |              |             |             |
| 0 - 25%              | 1            | 1           | 2           |
| 26 - 50%             | 2            | 3           | 5           |
| 51 - 75%             | 1            | 1           | 2           |
| 76 - 100%            |              |             |             |
| Urban                |              |             |             |
| 0 - 25%              |              |             |             |
| 26 - 50%             | 2            | 1           | 3           |
| 51 - 75%             | 2            | 1           | 2           |
| 76 - 100%            | 1            |             | 1           |
| Missing              | 1            | 2           | 3           |
| <i>Grand Total</i>   | <i>15</i>    | <i>15</i>   | <i>30</i>   |

### Higher Education Panelist Demographics

Twenty-one Higher Education panelists were chosen. Table 3.6 shows the states from which the panelists were chosen by content area and by college type. As shown in Table 3.6, all Governing States except for New Hampshire had at least one panelist on the committee.

During the nomination process, the Higher Education panelists were not asked for the number of years that they had been in their profession; however, this information was collected following the workshop. Table 3.7 shows the number of years that the Higher Education panelists have been in their profession. All members have been in their field at least six years. The majority have been in their profession 11 years or more.

**Table 3.6 Number of Panelists for Higher Education Selected by State, Two- or Four-Year College**

|                    | ELA/Literacy     |                   | Mathematics      |                   |       |
|--------------------|------------------|-------------------|------------------|-------------------|-------|
| State              | Two-Year College | Four-Year College | Two-Year College | Four-Year College | Total |
| California         |                  | 1                 | 1                |                   | 2     |
| Connecticut        |                  |                   | 1                |                   | 1     |
| Delaware           |                  |                   |                  | 1                 | 1     |
| Hawaii             | 1                |                   |                  |                   | 1     |
| Iowa               | 1                |                   |                  |                   | 1     |
| Idaho              |                  |                   | 1                |                   | 1     |
| Kansas             |                  | 1                 |                  |                   | 1     |
| Maine              |                  | 1                 |                  |                   | 1     |
| Michigan           |                  |                   |                  | 1                 | 1     |
| Missouri           |                  |                   |                  | 1                 | 1     |
| Montana            |                  | 1                 |                  |                   | 1     |
| North Carolina     |                  |                   | 1                |                   | 1     |
| New Hampshire      |                  |                   |                  |                   | 0     |
| Nevada             |                  | 1                 |                  |                   | 1     |
| Oregon             |                  |                   |                  | 1                 | 1     |
| South Carolina     |                  | 1                 |                  |                   | 1     |
| South Dakota       |                  | 1                 |                  |                   | 1     |
| Vermont            |                  | 1                 |                  |                   | 1     |
| Washington         |                  |                   | 1                |                   | 1     |
| Wisconsin          |                  | 1                 |                  |                   | 1     |
| West Virginia      |                  |                   | 1                |                   | 1     |
| <i>Grand Total</i> | 2                | 9                 | 6                | 4                 | 21    |

**Table 3.7 Range of Years Worked in Current Profession, Higher Education**

| Range of Years | Percentage |
|----------------|------------|
| 6-10           | 18.8       |
| 11-15          | 37.5       |
| 16-20          | 18.8       |
| 21+            | 25.0       |
| Total          | 16         |

### Configuration of the Workshop Committee

The nominated panelists were divided into four grade bands, each focusing on one or two different grades for Grades 3 through 8 and Grade 11:

- Grades 3 and 4
- Grades 5 and 6
- Grades 7 and 8
- Grade 11

Within each grade band, panelists were either members of the general committee or they were members of the meta-committee.

- **Meta-committee:** K–12 panelists who participated all five days of the workshop. These panelists wrote policy ALDs and content ALDs. They edited the definition of content readiness for college. They helped write range ALDs and threshold ALDs for Grade 11 and for one of the other grade bands. By working in multiple grades, it was intended that the meta-committee members would be able to enhance the consistency and cohesion of the ALDs across the grades.
- **Higher education meta-committee:** Higher Education panelists who participated in the first three days of the workshop. These panelists wrote policy ALDs and content ALDs. They edited the definition of content readiness for college. They helped write range ALDs and threshold ALDs for Grade 11. One of these panelists also helped author the range ALDs and threshold ALDs for Grades 7 and 8.
- **General committee:** All other K–12 panelists. These panelists wrote range ALDs and threshold ALDs for either Grade 11 or one of the Grades 3–8 grade bands.

The meta-committee members met on the first day of the workshop to discuss the Smarter Balanced definition of college readiness and to develop the policy ALDs that guided the development of the range ALDs and threshold ALDs, which were completed by all panelists.

Table 3.7 shows the division of panelists by their role at the workshop. As Table 3.7 shows, all Higher Education panelists helped create the policy ALDs and refine the Smarter Balanced definition of college readiness. Almost all of these panelists also helped create the range ALDs and threshold ALDs for Grade 11. This table also shows that one person from Higher Education assisted with the range ALDs and threshold ALDs for Grades 3–8.

The final list of panelists is included in Appendix III.

**Table 3.8 Number of Panelists by Committee Role Who Developed Different ALD Types**

|                                 | Policy ALDs and College Readiness | Range ALDs and Threshold ALDs |          |          |           |
|---------------------------------|-----------------------------------|-------------------------------|----------|----------|-----------|
| Committee Role                  | All Grade Levels                  | 3-4                           | 5-6      | 7-8      | 11        |
| Higher Education Meta-committee | 10                                |                               | 1        |          | 10        |
| K-12 Meta-committee             | 4                                 | 1                             | 0        | 1        | 2         |
| General committee               | 0                                 | 3                             | 3        | 3        | 5         |
| <i>Total by grade band</i>      | <i>14</i>                         | <i>4</i>                      | <i>4</i> | <i>4</i> | <i>17</i> |

### Summary

This chapter summarized the nomination and selection process used to obtain panelists for the ALD Writing Workshop. In addition, it summarizes the demographic data of the selected panelists. The nomination process was conducted through an online survey tool by asking state K-12 and Higher Education Leads to nominate qualified educators. The K-12 selection specifications were created prior to the selection process and were followed to select K-12 committee members.

In general, the selected K-12 panelists met the goals specified by Smarter Balanced prior to the selection process. They were experienced educators with higher-level degrees who taught a variety of students and were knowledgeable and experienced in working with the CCSS. The committee was distributed across different district types. All Governing States were represented at the ALD Writing Workshop. The K-12 panelists were qualified for the task of creating ALDs and they were representative of the Governing States.

Similarly, the Higher Education panelists met the goals specified by Smarter Balanced for their group. They were fairly evenly distributed between two- and four-year colleges, and all Governing States but one was represented. The majority of these panelists have been in their profession 11 or more years. These panelists also appear to have been qualified for the task of creating ALDs and for the purpose of representing the Governing States.

### Chapter 4: Workshop Design and Implementation

An ALD Writing Workshop comprised of several workshop sessions was held from October 1–5, 2012, in Las Vegas, Nevada, to develop ALDs for the Smarter Balanced Assessment Consortium assessments for English language arts/literacy (ELA/literacy) and mathematics in Grades 3–8 and 11. The workshops were designed to allow a representative group of educators to use the CCSS and the Smarter Balanced Content Specifications to articulate the expectation for twenty-first-century students through the initial ALDs.

The workshops engaged educators in an iterative process where they could collaborate with others to develop documents that summarize the knowledge, skills, and processes expected of students in each achievement level as part of the Smarter Balanced Assessment System. An overview of the daily agenda from the five-day workshop is provided in Table 4.1.

**Table 4.1 Overview of the Daily Agenda for the Smarter Balanced ALD Writing Workshop**

| Day         | Activity   |
|-------------|--|
| Mon. 10/1   | Meta-committee creates policy ALDs and specific content ALDs |
| Tues. 10/2  | Grade 11 committee creates range ALDs and threshold ALDs     |
| Wed. 10/3   |  |
| Thurs. 10/4 | Grades 3–8 committees create range ALDs and threshold ALDs   |
| Fri. 10/5   |  |

This chapter details the implementation of the workshops, including the goals for the workshops, the facilitators for the workshops, as well as the implementation of the workshops. The original design for the workshops is included in Appendix IV.

### The Workshop and the Validity Framework

Figure 4.1 shows the network of inferences that lead from the planned uses for the ALDs to the final set of initial ALDs, focusing only on those aspects of the framework that are relevant to this chapter: the workshop methodology and the implementation of the workshop.

The workshop methodology must be explicit; in other words, it should be logical, coherent, and replicable. The implementation of the workshop is presented in this chapter. An external evaluator should judge the explicitness of the workshop methodology. The original design for workshop methodology is included in Appendix IV; it was presented to the Smarter Balanced Technical Advisory Committee at the July 2012 meeting. It is beyond the scope of this Technical Report to compare the original design against the implementation of that design. The implementation will be described in this chapter. An external evaluator should judge the adherence of the steps described in this chapter to those outlined in the original design.

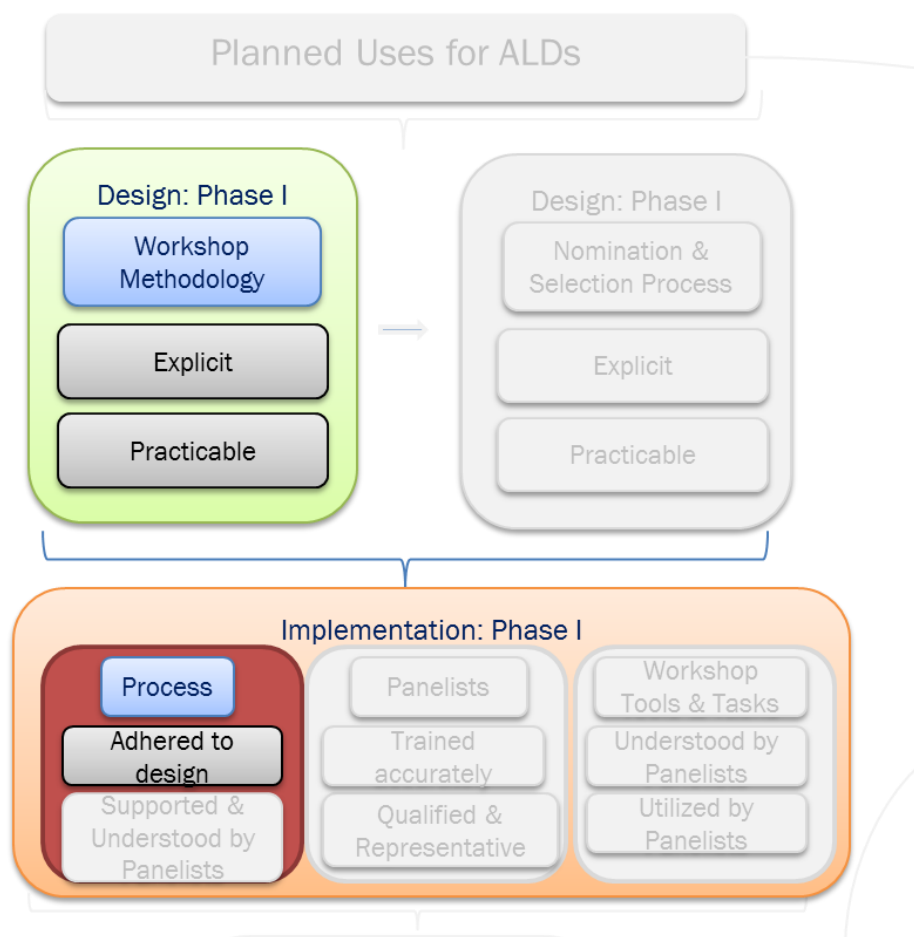


Figure 4.1 Portion of Network of Inferences Related to Workshop Design and Implementation

### Workshop Goals

The overarching goal of the workshop was to create drafts of the policy ALDs, range ALDs, and threshold ALDs.<sup>3</sup> To achieve this goal, in addition to soliciting the feedback of K–12 educators and Higher Education faculty from all Governing States, several objectives were established. These objectives include the following:

- to obtain feedback on the definition of college readiness;
- to create policy ALDs that delineate the Smarter Balanced overall claims into four levels of achievement;
- to create content ALDs that delineate the Smarter Balanced specific content claims into four levels of achievement;
- to create range ALDs and threshold ALDs that were aligned to the Smarter Balanced content specifications and to the CCSS;

<sup>3</sup> The reporting ALDs will be created following the Standard Setting Workshop that will be held in 2014.

- to create range ALDs and threshold ALDs in which the content represented a progression of knowledge, skills, and processes across achievement levels and across grades.

### Workshop Facilitation

The ALD Writing Workshop was designed and facilitated jointly by staff from Smarter Balanced, CTB, and the College Board. Table 4.2 shows the names and affiliations of the facilitators for the Smarter Balanced ALD Writing Workshop and, when appropriate, the specific groups with which each facilitator worked.

**Table 4.2 Names and Affiliations of Workshop Facilitators**

| Person                  | Affiliation  | Role  |
|-------------------------|--|---|
| Dr. Joseph Willhoft     | Smarter Balanced   | Executive Director  |
| Dr. Joseph Martineau    | Michigan Department of Education, Smarter Balanced Executive Committee                     | Co-Chair of the Smarter Balanced Executive Committee and the head of Michigan's Bureau of Educational Assessment and Accountability |
| Dr. Jacquelyn King      | Smarter Balanced   | Lead Facilitator for College Readiness  |
| Dr. Shelbi Cole         | Smarter Balanced   | Mathematics Content Lead  |
| Dr. Barb Kapinus        | Smarter Balanced   | ELA/literacy Content Lead   |
| Dr. Marty McCall        | Smarter Balanced   | Psychometrician   |
| Dr. Mohamed Dirir       | Connecticut Department of Education, Smarter Balanced Validation & Psychometrics Workgroup | Psychometrician   |
| Dr. Stephen Slater      | Oregon Department of Education, Smarter Balanced Validation & Psychometrics Workgroup      | Psychometrician   |
| Dr. Karla Egan          | CTB/McGraw-Hill  | Lead facilitator and workshop supervisor, Days 1–2  |
| Dr. Christina Schneider | CTB/McGraw-Hill  | Lead facilitator and workshop supervisor, Days 3–5  |
| Ms. Shelli Klein        | CTB/McGraw-Hill  | Grades 3–8 ELA/literacy facilitator   |
| Ms. Cora Bauer          | CTB/McGraw-Hill  | Grades 3–8 mathematics facilitator  |
| Dr. Pamela Kaliski      | College Board  | Grade 11 ELA/literacy facilitator   |
| Dr. Andrew Wiley        | College Board  | Grade 11 mathematics facilitator  |

### Workshop Participants

In addition to the panelists, a small group of content experts also participated in the ALD Writing Workshop. These experts were recruited by Smarter Balanced to help provide guidance to the panelists on the CCSS. Table 4.3 lists the content experts with their affiliations and roles.

**Table 4.3 Names and Affiliations of Content Experts**

| Name               | Affiliation                      | Role                      |
|--------------------|----------------------------------|---------------------------|
| Dorothy Strickland | Rutgers University               | Grade 11 ALDs ELA         |
| Jennifer Dean      | Student Achievement Partners     | Gr 5/6 ALDs ELA           |
| Elfrieda Hiebert   | TextProject, Inc.                | Gr 7/8 ALDs ELA           |
| Steve Leinwand     | American Institutes for Research | Gr 7/8 ALDs Mathematics   |
| Jason Zimba        | Student Achievement Partners     | Grade 11 ALDs Mathematics |
| William Speer      | University of Nevada, Las Vegas  | Grade 11 ALDs Mathematics |

### Description of Policy ALD Writing Workshop

#### Prior to the Workshop

Prior to the workshop, participants were directed to a website where they could download materials for the workshop. These included:

- workshop agenda
- abbreviated Smarter Balanced Content Specifications (which included the Common Core State Standards)

The abbreviated Smarter Balanced Content Specifications also included a brief introduction on how to use the document. These abbreviated Content Specifications included two grade levels (e.g., Grades 3 and 4) so that panelists could study the progression of knowledge, skills, and processes across the consecutive grade levels in which they would work. These abbreviated specifications also included the CCSS that aligned to each section of the Content Specifications. An example of the abbreviated Content Specifications is included in Appendix V.

#### Day 1: Meta-Committee Meeting to Develop Policy ALDs and Refine Definition of College Readiness

A staff member from Smarter Balanced welcomed panelists to the workshop, overviewed the impetus for the Smarter Balanced Assessments, and described the vision for how the ALDs fit into the Smarter Balanced test construction process. In addition, the review process that would follow the development of the ALDs was outlined. A staff member from CTB overviewed the purpose and uses of ALDs as well as the four ALD types. All workshop materials and handouts are included in Appendix VI.

All panelists were asked to complete an evaluation of the orientation and training upon the end of the session. The panelists also completed evaluations after each major task in the workshop. The results of all evaluations are provided in Chapter 5.

#### Round 1 Activities

Round 1 began with the introduction of the working definition of content readiness for college and the Grade 11 policy framework. Together, the operational definition and policy framework describe



what a college readiness designation means in the context of the Smarter Balanced Assessment System and how colleges and universities, schools, students, and parents should interpret student performance.

Table 4.4 shows the definition of content readiness for college with which panelists began the workshop. Table 4.5 shows the policy framework both before and after panelist edits (Note: this table does not reflect subsequent edits provided by the field. The final framework is included in the introduction to the ALD documents). Panelists were split into their content-specific groups, and they were invited to evaluate the draft and to provide improvements, clarifications, and changes to the working definitions of content readiness for college as well as the Grade 11 ALD framework based on their collective expertise in the content area.

For example, during conversations, panelists expressed concern that the mathematics definition of content readiness for college referenced specific classes while the ELA/literacy definition discussed generic entry-level, credit-bearing classes. The group recommended that the mathematics definition be changed to reflect similar language to assure that the definition of content readiness for college was parallel across the two groups.

The panelists discussed the need for the two definitions to be applicable to a variety of disciplines to align with the spirit of the CCSS. In addition, the panelists spent time discussing the skills that students should demonstrate to be college ready.

For the policy framework, panelists recommended including text stating that colleges and universities may consider data in addition to the Smarter Balanced assessments when placing students into credit-bearing classes.

Upon the completion of this round, panelists completed an evaluation of the activities. These results are presented in Chapter 5.

**Table 4.4 Definition of College Content Readiness before and after Panelist Edits**

|                                | Before the Workshop  | After the Workshop   |
|--------------------------------|--|--|
| English language arts/literacy | Students who perform at the College Content-Ready level in English language arts/literacy will have demonstrated the subject-area knowledge and skills associated with readiness for entry-level, transferable credit-bearing English courses. Colleges and universities also can expect these students to possess literacy skills necessary for introductory courses in a variety of disciplines. | Students who perform at the College Content-ready level in English language arts/literacy demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable credit-bearing English and composition courses. These students also demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. |
| Mathematics                    | Students who perform at the College Content-Ready Level in mathematics will have demonstrated the subject-area knowledge and skills associated with readiness for entry-level, transferable credit-bearing mathematics and statistics courses at the level of College Algebra or Introductory College Statistics.  | Students who perform at the College Content-ready level in mathematics demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable credit-bearing mathematics or statistics courses. These students also demonstrate quantitative reasoning skills necessary for introductory courses in a variety of disciplines.                                     |

**Table 4.5 Grade 11 Policy Framework before and after Panelist Edits**

| Level | Policy (No edits were made by panelists)   | College Content Readiness  | Implication for Grade 12   |
|-------|--|--|--|
| Four  | Student is exempt from developmental course work.  | Students should progress into advanced courses (such as AP, IB, or dual enrollment).   | States/districts/colleges may offer advanced courses (such as AP, IB, or dual enrollment) for these students. Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine student placement in advanced courses beyond the initial entry-level course.   |
| Three | Student is exempt from developmental course work, <i>contingent on evidence of continued learning in Grade 12.</i> | Within a state, Higher Education and K–12 determine appropriate evidence of continued learning (test scores, course grades). | Within each state, Higher Education and K–12 determine appropriate evidence of continued learning (such as test scores or course grades). Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine student placement in advanced courses beyond the initial entry-level course.                           |
| Two   | Student needs support to meet college readiness standard.  | States/districts/colleges may implement special Grade 12 transition courses or other programs. Option for Grade 12 retake.   | States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12. Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine placement in developmental or credit-bearing courses. |
| One   | Student needs substantial support to meet readiness standard.  | States/districts/colleges may offer supplemental programs for these students.  | States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12. Colleges may evaluate additional data (courses completed, grades, placement test scores, etc.) to determine placement in developmental or credit-bearing courses.                             |

### Round 2 Activities

In Round 2, panelists were tasked with writing the policy ALDs and content ALDs. The panelists remained divided by content area for this round of activities. Within each content area, the panelists were divided into four groups balanced so both Higher Education faculty and K–12 panelists were in the group. Panelists were divided into four groups, with two content-specific facilitators, to align to each specific content claim found in the Smarter Balanced Content Specifications. During the training, panelists were shown the different steps that were needed to complete these tasks.

### Policy ALDs

Round 2 began by having all participants study the Smarter Balanced overall claims for both content areas. Assessment claims are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessment. Grades 3–8 and Grade 11 each have one overall claim encompassing the entire content area for ELA/literacy and one for mathematics as shown in Table 4.6.

**Table 4.6 Smarter Balanced Overall Claims**

| Grade                        | Claim   |
|------------------------------|---|
| Overall Claim for Grades 3–8 | Students can demonstrate progress toward college and career readiness in ELA/literacy [or mathematics]. |
| Overall Claim for Grade 11   | Students can demonstrate college and career readiness in ELA/literacy [or mathematics].                 |

To delineate four levels of achievement from a single overall claim, the panelists were introduced to defining phrases. The defining phrase is the “intended or take-away message in the definitions” of each achievement level (Egan, Schneider, & Ferrara, 2012, p. 86). In other words, they set the tone for the rigor of the level. For example, “satisfactory” and “solid performance” are defining phrases that have been used to define the general performance in the proficient achievement level in some states (Egan, Schneider, & Ferrara, 2012). This list provided the panelists with a starting point as they parsed out how students in Levels 1, 2, 3, and 4 are progressing against the overall claims. The provided examples of phrases are shown in Table 4.7.

**Table 4.7 Examples of Defining Phrases for Policy ALDs**

| Level 1   | Level 2   | Level 3   | Level 4   | Level 5                   |
|---|---|---|---|---------------------------|
|   | emerging grasp  | grasp   | excellent grasp                                   |                           |
| little or no ability  | limited knowledge   | fundamental knowledge   | thorough knowledge                                |                           |
| significant gaps in knowledge   | partial understanding                                     | solid academic performance                                      | superior academic performance                     |                           |
|   | limited success with challenging content                  | success with challenging content                                | success with most challenging content             |                           |
| limited understanding   | partial understanding                                     | adequate understanding  | strong understanding                              | exceptional understanding |
| do not demonstrate competency   | limited competency  | some competency   | competence  | superior competency       |
| rarely  | inconsistent/inadequate                                   | adequate  | thorough/consistent                               |                           |
| little success  | limited success   | partial success   | success   |                           |
|   | limited evidence  | evidence  | broad, in-depth evidence                          |                           |
|   | solves simple or routine problems                         | solves practical and real world problems                        | solves complete programs                          |                           |
| demonstrate extensive and significant gaps in prerequisite knowledge and skills | demonstrate gaps in the prerequisite knowledge and skills | demonstrate minor gaps in the prerequisite knowledge and skills | demonstrate the prerequisite knowledge and skills |                           |
|   | limited understanding                                     | proficient problem solving                                      | advanced problem solving                          |                           |
|   | limited understanding                                     | sufficient understanding  | advanced understanding                            |                           |
| beginning to apply  | inconsistently apply                                      | apply   | consistently apply                                |                           |
| little if any attainment  | inconsistent attainment                                   | satisfactory attainment   | exceptional and consistent attainment             |                           |
| very limited  | limited command   | partial command   | solid command                                     | superior command          |
| will likely need intensive intervention   | will likely need targeted support                         | may need some targeted support                                  | well prepared                                     | very well prepared        |
| very unlikely to succeed  | unlikely to succeed                                       | may succeed   | likely to succeed                                 | very likely to succeed    |

Next the four groups were shown the policy ALDs and content ALDs from the Partnership for Assessment of Readiness for College and Career (PARCC). The PARCC ALDs were shown to panelists to try to encourage alignment between the Smarter Balanced and PARCC achievement levels. In addition, the groups were shown Smarter Balanced anticipated alignment between the five PARCC achievement levels and the four Smarter Balanced achievement levels. Further, the groups were informed that Smarter Balanced anticipates that the Level 3 achievement level for Smarter Balanced will align with the National Assessment of Educational Progress's (NAEP) "proficient" achievement level. The groups were then tasked with differentiating the overall claim into four achievement levels. In their small groups, the panelists in each content area discussed the use of different defining phrases. Once panelists had discussed this within their groups, they had a large-group discussion within their content area. This was followed by a reconvening of the two groups when the panelists in the two content areas chose a single set of defining phrases. At the end of the session, the following defining phrases were submitted for recommendation:

- deep command
- sufficient command
- partial command
- minimal command

The Grade 11 overall claim was delineated into the following four levels (with the defining phrases bolded):

- The Level 4 student demonstrates **deep command** of the knowledge and skills associated with college and career readiness.
- The Level 3 student demonstrates **sufficient command** of the knowledge and skills associated with college and career readiness.
- The Level 2 student demonstrates **partial command** of the knowledge and skills associated with college and career readiness.
- The Level 1 student demonstrates **minimal command** of the knowledge and skills associated with college and career readiness.

The overall claims for Grades 3–8 were delineated using the same defining phrases (deep command, sufficient command, partial command, and minimal command).<sup>4</sup>

### Content ALDs

Once the two content groups completed the policy ALDs, they started work on the content ALDs that were derived from the four specific content claims. According to the preliminary test blueprints<sup>5</sup> that the panel used, students will receive a score on each overall claim and a subscore on each content claim. Table 4.9 lists the specific content claims for each content area.

For this work, the two groups were again divided into their content-specific groups and reconvened into their smaller groups. Each small group was given a Smarter Balanced content claim and tasked to draft an associated content ALD. Once the small groups had created their draft content ALD, it was then shared with the large group for further refinement. The content ALDs are presented in

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<sup>4</sup> The terminology of the policy ALDs was changed following the public review cycle. This is discussed in Chapter 6.

<sup>5</sup> The test blueprints used at the workshop were from March 2012.

Chapter 5. The group was then given an evaluation and dismissed for the day. The results from the evaluation are presented in Chapter 5.

**Table 4.8 Smarter Balanced Specific Content Claims for ELA/Literacy and Mathematics<sup>6</sup>**

| Claim | ELA/Literacy   | Mathematics  |
|-------|--|--|
| 1     | <b>Reading</b> —Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | <b>Concepts and Procedures</b> —Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.                   |
| 2     | <b>Writing</b> —Students can produce effective and well-grounded writing for a range of purposes and audiences.                            | <b>Problem Solving</b> —Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. |
| 3     | <b>Speaking and Listening</b> —Students can employ effective speaking and listening skills for a range of purposes and audiences.          | <b>Communicating Reasoning</b> —Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.                  |
| 4     | <b>Research</b> —Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.         | <b>Modeling and Data Analysis</b> —Students can analyze complex, real-world scenarios and construct and use mathematical models to interpret and solve problems.                       |

### Description of Range ALDs and Threshold ALD Writing Workshop

#### Day 2: Grade 11 Range ALDs

The Grade 11 committee members for both content areas convened on Days 2 and 3 of the workshop. The meta-committee members from the other grade-spans also participated in the Grade 11 activities.

#### Opening Session

The opening session followed the same format as the Day 1 opening session, with a staff member from Smarter Balanced welcoming panelists and providing an overview of the policy aspects of the workshop. A staff member from CTB overviewed the training on the specific processes to be used during the workshop.

All workshop materials and handouts are included in Appendix VI. Upon completion of the opening

<sup>6</sup> These content claims are from the November 2012 test blueprint.

session, panelists completed an evaluation and were divided into their respective content areas. The results of the evaluation of the opening session are presented in Chapter 5.

### Round 1

Staff from CTB and the College Board provided training on how to write range ALDs. The training explained the purpose of the range ALDs, the process for creating them, and the tools used for creating them. The tools for this task included the abbreviated Content Specifications, the policy ALDs, and content ALDs. In particular, the panelists were trained on the assessment targets that comprise each specific content claim.

Assessment targets connect the CCSS to evidence that will be collected from the assessment. The targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and claims. Assessment targets are used to guide the development of items and tasks that will measure the CCSS.

Figure 4.2 provides a graphic representation of the relationship among claims, content categories, assessment targets, and related standards in the CCSS. The panelists worked from an abbreviated version of the Smarter Balanced Content Specifications, in which the assessment targets were juxtaposed to the related standards from the CCSS. The panelists delineated range ALDs for the four achievement levels using both the Smarter Balanced Content Specifications as well as the CCSS. This method ensured a high level of fidelity to the standards.

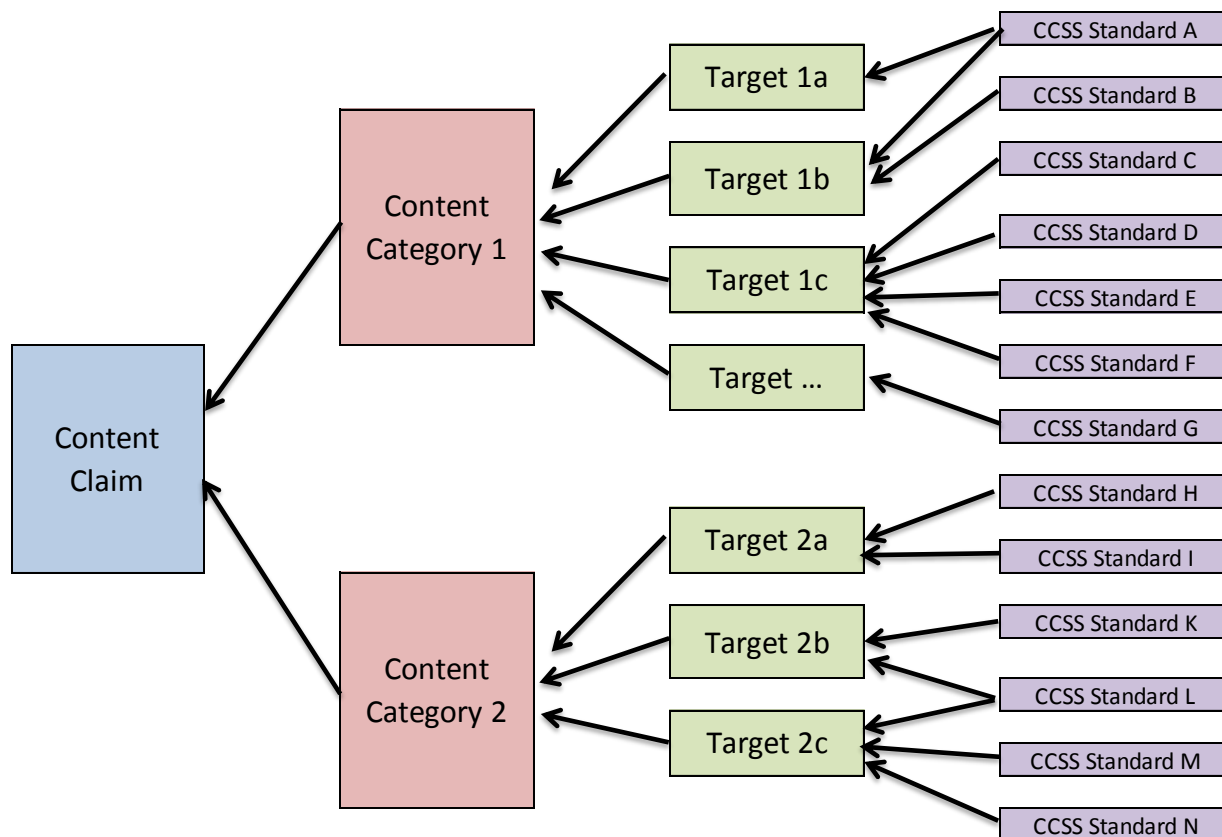


Figure 4.2 Relationship among Content Claims, Content Categories, Assessment Targets, and Standards



The participants were trained extensively on how they might parse the assessment targets and CCSS found in the abbreviated Content Specifications. Both groups practiced this activity during training, and the ELA/literacy panelists completed a portion of a range ALD as a group. The mathematics group completed the range ALD for Claim 2 (shown in Table 4.9) as a large group.

The panelists were then instructed to complete the range ALDs in their small group. Each group was assigned one of the four content claims in each content area (or portion of a content claim for Claim 1, mathematics<sup>7</sup>) and asked to write the range ALD for that claim. Table 4.9 shows the assignment of claims by content area.

**Table 4.9 Assignment of Claims by Content Area**

| Group within Content Area | Mathematics            | ELA/Literacy |
|---------------------------|------------------------|--------------|
| 1                         | Claim 1, Targets A – J | Claim 1      |
| 2                         | Claim 1, Targets N – Q | Claim 2      |
| 3                         | Claim 3                | Claim 3      |
| 4                         | Claim 4                | Claim 4      |

The majority of Day 2 was spent discussing and parsing the CCSS and the summative assessment targets from each claim of the Content Specifications into each of the four achievement levels. Once the panelists completed the activity, they were given an evaluation of the Day 2 activities and allowed to leave for the day. The range ALDs they developed are presented in Appendix VII.

### Day 3: Grade 11 Threshold ALDs

On Day 3, a staff member from Smarter Balanced presented the Consortium’s sample items to their respective content areas. This activity was included to better inform the panelists of what the future assessments should look like and illustrate the fundamental shifts underlying the CCSS.

The primary activity of Day 3 was to create threshold ALDs for each content claim. In addition, the ELA/literacy group was tasked with creating a Grade 9 ALD (Smarter Balanced determined that this was unnecessary for mathematics).

### Round 2

Staff from CTB and the College Board provided training on how to write threshold ALDs. The training was specific to each content area. The training explained the purpose of the threshold ALDs, the process for creating them, and the tools used for creating them. The tools for this task included the policy, specific content, and range ALDs. The participants were trained extensively on how they might parse the range ALDs into threshold ALDs. Both groups practiced this activity during training, and each panelist in each content area completed a portion of a threshold ALD as a group. Once panelists finished drafting the threshold ALDs, they completed an evaluation. The results of the evaluation of the training are presented in Chapter 5.

<sup>7</sup> Claim 1 in mathematics was split between the groups because of the large number of targets comprising it.

### ELA/Literacy Meta-Committee

Following the dismissal of the large group, the ELA/literacy meta-committee created a draft of a Grade 9 threshold ALD using the Grades 8 and 11 threshold ALDs.

### Day 4: Grades 3–4, 5–6, and 7–8 Range ALDs, Round 1

The committee members in Grades 3–8 for both content areas convened on Days 4 and 5 of the workshop. The meta-committee members from the Grade 11 group also participated, as did a handful of Higher Education panelists.

### Opening Session

The opening session of Day 4 replicated the opening session for Day 2, with a staff member from Smarter Balanced welcoming panelists and providing an overview of the policy aspects of the workshop. A staff member from CTB overviewed the training on the specific processes to be used during the workshop.

All workshop materials and handouts are included in Appendix VI. Upon completion of the opening session, panelists completed an evaluation of the opening session and were divided into their respective content areas. The results of the evaluation are presented in Chapter 5.

### Round 1

Staff from CTB and the College Board provided training on how to write range ALDs. The training explained the purpose of the range ALDs, the process for creating them, and the tools used for creating them. The tools for this task included the abbreviated Content Specifications, the Grade 11 policy ALDs, content ALDs, range ALDs, and threshold ALDs. The Grade 11 ALDs were provided so that the Grade 3–8 panelists could work backward from the Grade 11 ALDs for the scope and sequence of knowledge, skills, and processes that make sense as students move from Grade 3 to Grade 11.

The participants were trained extensively on how they might parse the targets and standards found in the abbreviated Content Specifications. Both groups practiced this activity during training, and they completed a portion of a range ALD as a group. The panelists were then instructed to complete the range ALDs for both of their grade levels within their small groups.

The panelists continued their work on the range ALDs on Day 5.

### Day 5: Complete Range ALDs and Write Threshold ALDs

Staff for Smarter Balanced presented the Consortium's sample items. This activity was included to better inform the panelists of what the future assessments should look like and illustrate the fundamental shifts underlying the CCSS.

### Round 2

Staff from CTB and the College Board provided training on how to write threshold ALDs. The training was specific to each content area. The training explained the purpose of the threshold ALDs, the process for creating them, and the tools used for creating them. The tools for this task included the policy ALDs, specific content ALDs, and range ALDs. The participants were trained extensively on how they might parse the range ALDs into threshold ALDs. Both groups practiced this activity during training, and they completed a portion of a threshold ALD as a group.

Once panelists completed the threshold ALDs, they completed an evaluation of the training; the results of which are presented in Chapter 5.

#### Meta-Committee

Following the dismissal of the large group, the meta-committee from each content area examined the Grades 3–8 Level 3 threshold ALDs for cross-grade continuity. In the interest of time, the meta-committee was asked to confine their focus with a priority toward Level 3 (because it is the first level where a student is considered content-ready for college). Meta-committee members were asked to make edits to the draft documents as appropriate to enhance the continuity of knowledge, skills, and processes across grades.

#### Summary

This chapter detailed the implementation of the ALD Writing Workshop. The series of workshops was held over the course of a week in October 2012. To the highest degree possible, this implementation followed the design discussed at the July 2012 meeting of the Smarter Balanced Technical Advisory Committee.

The workshop involved multiple rounds and allowed ample time for discussion among panelists. Panelists were trained for all major tasks prior to their completion. In addition, workshop facilitators were available throughout the workshop to answer all questions and to provide direction and guidance as needed.

Chapter 5 will examine panelist feedback. This feedback ties directly to the explicitness and practicability of the design presented in Chapter 4. The outcomes of the panelist feedback will provide evidence for the validity framework.

### Chapter 5: Panelist Evaluations of the ALD Writing Workshop

Panelist evaluations were a critical part of the ALD Writing Workshop. Panelist reactions and understandings were gauged throughout the workshop to ensure that panelists understood the task at hand. For this reason, panelist evaluations were administered throughout the workshop. These evaluations asked questions related to the panelist understanding and agreement with the tasks that they were asked to do. In addition, the evaluations probed panelists for their agreement with the products that they created. If the results of the evaluations revealed lack of understanding or lack of agreement, then adjustments could be made to the process.

The results of the evaluations are an important piece of the evidence within the validity framework. This chapter examines the results of the evaluations that were administered after major sessions in the ALD Writing Workshop.

#### Evaluations and the Validity Framework

Figure 5.1 shows a portion of the network of inferences that lead from the planned uses for the ALDs to the final set of initial ALDs, focusing only on those aspects of the framework that are relevant to this chapter, including the implementation and outcomes of Phase I.

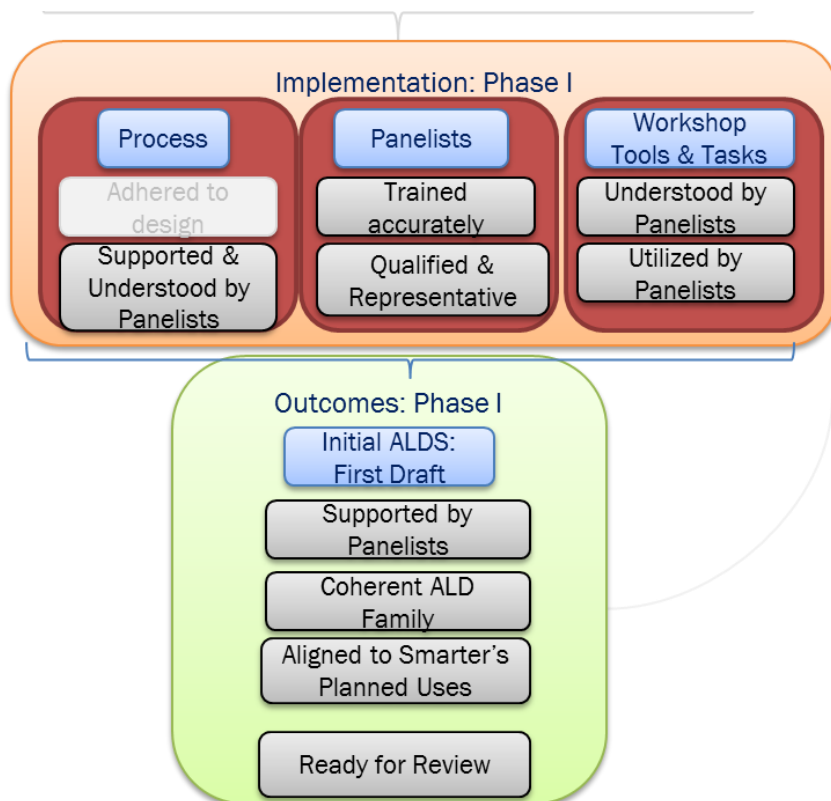


Figure 5.1 Portion of Network of Inferences Related to Panelist Evaluations

Panelist feedback is an important piece of evidence to support (or disconfirm) the validity of the workshop process, the training, the workshop tools, and the initial ALDs. Through the evaluation process, the panelists can self-report their understanding of the training, their support for the process, their understanding and use of the workshop tools, and their support for the draft set of initial ALDs. If panelists do not support any one of these aspects of the workshop, then the validity of the ALDs could be undermined.

#### Components of the Evaluation

The different items in the evaluation can be conceptualized as belonging to three different categories: methodological, conceptual, and logistical. The workshop activities are examined in light of these three components. The panelist feedback is organized within these three categories so that panelist understanding and support of the process can be deconstructed for each part of the workshop.

**Methodological.** The methodological components consist of the tasks and materials specifically associated with the ALD development process. Chapter 4 detailed how the methodology was executed. Positive panelist reactions to the methodological components imply that panelists understood the training process and/or understood how to use the tools associated with the workshop.

**Conceptual.** The conceptual components refer to the ideas introduced at various times during the ALD development process. Chapter 4 discussed how and when these ideas were introduced to the panelists. This section explores panelists' understanding of and/or agreement with the concepts introduced during the ALD development process. Strong agreement with the concepts introduced during the process may indicate panelist support for the final ALDs. If panelists did not agree with or support the concepts that underlie the process, then this may undermine the validity of the initial set of ALDs.

**Logistical.** The logistical components refer to the planning, coordination, and implementation of various activities associated with the workshop. The implementation of these components can be found in Chapters 3 and 4. This section investigates panelist reactions to the logistical components of the ALD development process. A positive reaction may imply that panelists had ample time and/or resources to complete their work.

#### Panelist Evaluation of Pre-Workshop Activities

The pre-work included the panelist recruitment and selection as well as the briefing materials that were sent to panelists. Panelists were not surveyed about the selection process or the diversity of the panelists.

##### Briefing Materials

Table 5.1 shows the panelist feedback on whether they read the briefing materials that they received prior to the workshop. The majority of panelists agreed that they read the materials prior to the workshop. In addition, the majority of panelists agreed that they understood the materials (see Table 5.2). In general, it appears that the panelists read and understood the workshop materials.

In the surveys, panelists were asked to provide feedback for any item(s) with which they disagreed. Two panelists commented on the questions summarized in Tables 5.1 and 5.2. Regarding the survey item presented in Table 5.1, one Higher Education mathematics panelist said, "The timing of the release of the information did not allow me to adequately devote time to thoroughly read all of the

material.” Regarding the survey question presented in Table 5.2, this same panelist said, “I can’t say that I understand all of the material, but am comfortable with all that I read and that was presented.”

Regarding the question in Table 5.2, a Higher Education ELA/literacy panelist said, “Not all info. in pre-workshop materials were clear. Some of the terminology was new and/or confusing, but the opening session cleared up many questions.”

**Table 5.1 I Read All of the Pre-workshop Materials Prior to the Workshop**

|              | Day 1    |        |         | Day 2 & 4 |        |         |
|--------------|----------|--------|---------|-----------|--------|---------|
|              | Disagree | Agree  | Total N | Disagree  | Agree  | Total N |
| ELA/literacy | 0.0%     | 100.0% | 16      |           | 100.0% | 13      |
| Mathematics  | 13.3%    | 86.7%  | 15      |           | 100.0% | 14      |

**Table 5.2 I Understand All of the Pre-workshop Material**

|              | Day 1    |       |         | Day 2 & 4 |        |         |
|--------------|----------|-------|---------|-----------|--------|---------|
|              | Disagree | Agree | Total N | Disagree  | Agree  | Total N |
| ELA/literacy | 12.5%    | 87.5% | 16      | 0.0%      | 100.0% | 13      |
| Mathematics  | 20.0%    | 80.0% | 15      | 7.1%      | 92.9%  | 14      |

### Panelist Evaluation of the Opening Session

An opening session was conducted on Days 1, 2, and 4 of the workshop. The same set of training slides was used for all sessions. The same survey was administered following the sessions on Days 2 and 4. Table 5.3 presents panelist feedback from survey questions presented on Day 1. Table 5.4 presents panelist feedback from survey questions presented on Days 2 and 4.

As the information in Tables 5.3 and 5.4 demonstrate, the panelists were asked a series of questions to gauge their understanding of the opening session. In general, the panelists responded favorably to all questions indicating that they understood the concepts and procedures introduced in the opening session. There were two survey items where fewer than 80% of the panelists agreed with the statement.

When the Day 2 and Day 4 panelists were asked if they agreed with the policy ALDs developed by the meta-committee, almost 40% did not respond to the question. These policy ALDs were not presented in the opening session. They were presented in the training on range ALDs.

When presented with the statement “I have no concerns about the ALD development process at this point,” just over 70% of Day 1 panelists agreed and just about 75% of Day 2 and Day 4 panelists agreed. Closer inspection of the open-ended feedback associated with this question reveals that panelists did not think that they had enough information about the process to answer the question. As one Grade 7–8 mathematics panelist stated, “Too early and too little information to say [I] have no concerns about the process.”

**Table 5.3 Day 1 Opening Session Evaluation Questions**

| Questions   | ELA/Literacy |        |    | Mathematics |        |    |
|---|--------------|--------|----|-------------|--------|----|
|   | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| I understand the purpose of the ALD workshop.                       |              | 100.0% | 16 |             | 100.0% | 15 |
| The explanations provided by the facilitators were clear.           | 13.3%        | 86.7%  | 15 | 6.7%        | 93.3%  | 15 |
| I understand that the ALDs created at the workshop will be drafts.  |              | 100.0% | 16 |             | 100.0% | 15 |
| I understand the goals of the Smarter Balanced.                     | 6.3%         | 93.8%  | 16 |             | 100.0% | 15 |
| I believe that this process will result in valid ALDs.              |              | 100.0% | 14 | 7.7%        | 92.3%  | 13 |
| I understand the uses of ALDs.                                      |              | 100.0% | 15 | 7.1%        | 92.9%  | 14 |
| I have no concerns about the ALD development process at this point. | 26.7%        | 73.3%  | 15 | 26.7%       | 73.3%  | 15 |
| I am comfortable and feel ready to move to the next round.          |              | 100.0% | 15 | 20.0%       | 80.0%  | 15 |

**Table 5.4 Days 2 and 4 Opening Session Evaluation Questions**

|   | ELA/Literacy |        |    | Mathematics |        |    |
|---|--------------|--------|----|-------------|--------|----|
| Questions   | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| I understand the purpose of the ALD workshop.   |              | 100.0% | 13 | 7.1%        | 92.9%  | 14 |
| The explanations provided by the facilitators were clear.   | 7.7%         | 92.3%  | 13 |             | 100.0% | 14 |
| I understand that the ALDs created at the workshop will be drafts.                                    |              | 100.0% | 13 |             | 100.0% | 13 |
| I understand the goals of the Smarter Balanced.   |              | 100.0% | 13 |             | 100.0% | 13 |
| I understand the decisions that are to be made based on scores from the Smarter Balanced assessments. | 7.7%         | 92.3%  | 13 | 0.0%        | 100.0% | 14 |
| I believe that this process will result in valid ALDs.  | 7.7%         | 92.3%  | 13 | 0.0%        | 100.0% | 14 |
| I understand the uses of ALDs.  |              | 100.0% | 13 |             | 100.0% | 13 |
| I agree with the policy ALDs developed by the meta-committee on Monday                                | 9.1%         | 90.9%  | 11 | 0.0%        | 100.0% | 5  |
| I have no concerns about the ALD development process at this point.                                   | 8.3%         | 91.7%  | 12 | 23.1%       | 76.9%  | 13 |
| I am comfortable and feel ready to move to the next round.  |              | 100.0% | 13 |             | 100.0% | 13 |

### Panelist Evaluation of the Definition of Content Readiness for College

On Day 1, the panelists provided feedback to Smarter Balanced regarding the definition of content readiness for college. This section examines panelists' self-reported use and understanding of the methodological components of this round.

#### Methodological Components

Panelists were provided with particular documents in order to inform their opinions about content readiness for college, including the abbreviated Content Specifications (that contained both the CCSS and the Smarter Balanced specifications) and the PARCC ALDs. Panelists were asked to work



on this activity as a group and to listen to the feedback of others. In addition, panelists were specifically nominated and selected to bring their own experiences with students and with the content area to their work on these tasks. The evaluation examined whether the documents provided and group discussions were helpful (or irrelevant) to panelists when providing feedback regarding the definition of content readiness for college.

Table 5.5 shows panelist survey responses related to the methodological components of defining college readiness. Over 90% of the panelists thought that the training provided by the facilitators was clear. All ELA/literacy panelists and nearly 86% of mathematics thought both K–12 and Higher Education representatives contributed to the conversation. Nearly all ELA/literacy and mathematics panelists reported that their own opinions were heard and/or valued by the group. All ELA/literacy panelists and 93% of mathematics panelists agreed that the group’s edits were appropriate. The ELA/literacy and mathematics panelists were similarly favorable that the training was clear.

Panelists were asked to rate how important various methodological components were to their discussions on the definition of content readiness for college. These methodological components included such things as the CCSS, the Smarter Balanced Content Specifications, and the experience that panelists had related to the content area or to students. Table 5.6 shows how panelists rated different methodological components in terms of their importance to the discussion on the definition of content readiness for college. Table 5.6 shows that panelists regarded the three methodological components as important to their discussions, including the CCSS, the Smarter Balanced Content Specifications, and the group discussion. Nearly 60% of the mathematics panelists and almost 70% of the ELA/literacy panelists did not find the PARCC ALDs important or very important to their discussion of college readiness.

**Table 5.5 Panelist Survey Responses to Methodological Components Associated with College Readiness Discussion**

| Questions  | ELA/Literacy |        |    | Mathematics |        |    |
|--|--------------|--------|----|-------------|--------|----|
|  | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear.    | 8.3%         | 91.7%  | 12 | 6.7%        | 93.3%  | 15 |
| The group listened to my opinions regarding the definition of content readiness for college.                   |              | 100.0% | 13 |             | 100.0% | 15 |
| My opinions were valued by the group.  | 8.3%         | 91.7%  | 12 |             | 100.0% | 15 |
| Both the K–12 and Higher Education representatives contributed to the definition of college content readiness. |              | 100.0% | 13 | 14.3%       | 85.7%  | 14 |
| The edits (if any) that the group made to the definition of content readiness for college were appropriate.    |              | 100.0% | 13 | 6.7%        | 93.3%  | 15 |

Table 5.6 Panelist Survey Responses regarding Importance of Methodological Components in Discussion of College Readiness

|                                       | ELA                  |                    |           |                |    | Mathematics          |                    |           |                |    |
|---------------------------------------|----------------------|--------------------|-----------|----------------|----|----------------------|--------------------|-----------|----------------|----|
|                                       | Not at all important | Somewhat Important | Important | Very Important | N  | Not at all important | Somewhat Important | Important | Very Important | N  |
| CCSS                                  |                      |                    | 53.8%     | 46.2%          | 13 |                      |                    | 28.6%     | 71.4%          | 14 |
| Smarter Balanced specifications       |                      | 30.8%              | 23.1%     | 46.2%          | 13 | 7.7%                 | 23.1%              | 30.8%     | 38.5%          | 13 |
| Personal experience teaching content  | 7.7%                 | 7.7%               | 30.8%     | 53.8%          | 13 | 14.3%                | 7.1%               | 35.7%     | 42.9%          | 14 |
| Personal experience teaching students | 7.7%                 | 7.7%               | 30.8%     | 53.8%          | 13 | 14.3%                | 7.1%               | 42.9%     | 35.7%          | 14 |
| My opinions were valued by the group. | 0.0%                 | 7.7%               | 61.5%     | 30.8%          | 13 | 6.7%                 | 6.7%               | 60.0%     | 26.7%          | 15 |
| PARCC ALDs                            | 30.8%                | 38.5%              | 30.8%     | 0.0%           | 13 | 7.1%                 | 50.0%              | 28.6%     | 14.3%          | 14 |
| Other                                 |                      | 100.0%             |           |                | 1  |                      |                    | 100.0%    |                | 1  |

### Conceptual Components

Panelists were also surveyed about their understanding of the definition of content readiness for college. Table 5.7 shows the survey responses to the conceptual questions asked about content readiness for college. Almost all panelists agreed that they had thought about content readiness for college before coming to the workshop.

Throughout training, it was stressed that Smarter Balanced is focused specifically on “content readiness” in English/literacy and mathematics. College readiness is a broader construct that includes an array of academic knowledge and skills, as well as personal habits and dispositions, among other factors. To gauge panelist understanding, the evaluations asked for their level of agreement with the statement “If a student is content ready for college, then that student will succeed in college.” Over 70% of panelists in both groups recognized that other factors contribute to college success.

**Table 5.7 Panelist Survey Responses to Conceptual Components Associated with College Readiness Discussion**

| Questions  | ELA/Literacy |        |    | Mathematics |       |    |
|--|--------------|--------|----|-------------|-------|----|
|  | Disagree     | Agree  | N  | Disagree    | Agree | N  |
| I had thought about college content readiness prior to coming to this workshop.      |              | 100.0% | 13 | 6.7%        | 93.3% | 15 |
| If a student is content ready for college, then the student will succeed in college. | 72.7%        | 27.3%  | 11 | 71.4%       | 28.6% | 14 |

### Logistical Components

Panelists were also asked if they were ready to move to the next round. This was an indirect way of asking panelists whether they had enough time to complete their tasks. Nearly 70% of ELA/literacy panelists and 57% of mathematics panelists agreed with this statement. Anecdotal evidence heard during the workshop suggests that panelists would have liked more time with this task. Because there were numerous topics that would require theoretical discussions and lengthy debates, a conscious decision was made to set time parameters on certain discussions in an attempt to drive it toward a conclusion.

**Table 5.8 Panelist Survey Responses to Logistical Components Associated with College Readiness Discussion**

| Question                                | ELA/Literacy |       |    | Mathematics |       |    |
|---|--------------|-------|----|-------------|-------|----|
|   | Disagree     | Agree | N  | Disagree    | Agree | N  |
| I am ready to move onto the next round. | 30.8%        | 69.2% | 13 | 42.9%       | 57.1% | 14 |

### Panelist Evaluation of the Policy ALDs

Following the discussion of content readiness for college, panelists created policy ALDs and content ALDs. This section examines panelists' self-reported use and understanding of the methodological components associated with this round.

#### Methodological Components

Panelists were provided with particular documents in order to create policy ALDs and specific content ALDs, including the abbreviated Content Specifications (that contained both the CCSS and the Smarter Balanced specifications), the PARCC definition of college readiness, and a list of defining phrases. Panelists were asked to work on this activity as a group and to listen to the feedback of others. In addition, panelists brought their own experiences regarding students and the content area when they participated in these tasks. The evaluations examined whether the provided documents and group discussions were helpful (or irrelevant) to panelists when creating the policy ALDs and content ALDs.

Table 5.9 shows panelist survey responses related to the methodological components of this round. Over 90% of the ELA/literacy panelists thought that the training provided by the facilitator was clear. Only 66.7% of the mathematics panelists agreed that the training was clear. There was a mix-up in the timing of the training session for policy ALDs in the mathematics room. This group was trained on policy ALDs, began this discussion, and had to stop to return to the college readiness discussion. This most likely contributed to the low rate of agreement that the training was clear for this round. There was no central theme in the qualitative comments from the panelist that might shed more light on the relatively low agreement rate.

Table 5.10 shows how panelists rated different methodological components in terms of their importance to the creation of the policy ALDs. Table 5.10 shows that panelists regarded the methodological components, including the CCSS, the Smarter Balanced specifications, the group discussion, and the defining phrases, as important to their discussions.

**Table 5.9 Panelist Survey Responses to Methodological Components Associated with the Creation of Policy ALDs**

| Question  | ELA/Literacy |       |    | Mathematics |       |    |
|---|--------------|-------|----|-------------|-------|----|
|   | Disagree     | Agree | N  | Disagree    | Agree | N  |
| The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear. | 8.3%         | 91.7% | 12 | 33.3%       | 66.7% | 15 |

Table 5.10 Panelist Responses regarding Importance of Logistical Components in Creation of Policy ALDs

|  | ELA/literacy         |                    |           |                |    | Mathematics          |                    |           |                |    |
|--|----------------------|--------------------|-----------|----------------|----|----------------------|--------------------|-----------|----------------|----|
|  | Not at all important | Somewhat Important | Important | Very Important | N  | Not at all important | Somewhat Important | Important | Very Important | N  |
| CCSS   | 0.0%                 | 16.7%              | 50.0%     | 33.3%          | 12 | 7.1%                 | 7.1%               | 50.0%     | 35.7%          | 14 |
| Smarter<br>Balanced<br>Content<br>Specifications | 0.0%                 | 0.0%               | 58.3%     | 41.7%          | 12 | 8.3%                 | 8.3%               | 41.7%     | 41.7%          | 12 |
| Personal<br>experience<br>teaching<br>content    | 0.0%                 | 16.7%              | 50.0%     | 33.3%          | 12 | 15.4%                | 30.8%              | 38.5%     | 15.4%          | 13 |
| Personal<br>experience<br>teaching<br>students   | 0.0%                 | 25.0%              | 25.0%     | 50.0%          | 12 | 15.4%                | 15.4%              | 53.8%     | 15.4%          | 13 |
| Opinion of<br>others                             |                      | 0.0%               | 66.7%     | 33.3%          | 12 |                      | 7.7%               | 61.5%     | 30.8%          | 13 |
| PARCC  |                      | 33.3%              | 58.3%     | 8.3%           | 12 |                      | 41.7%              | 50.0%     | 8.3%           | 12 |
| Defining<br>Phrases                              |                      | 16.7%              | 58.3%     | 25.0%          | 12 |                      | 23.1%              | 46.2%     | 30.8%          | 13 |

### Conceptual Components

Panelists were also surveyed about their understanding of different aspects of the policy ALDs. Table 5.11 shows the survey responses to the conceptual questions asked about the policy ALDs. All panelists understood the alignment between the four Smarter Balanced and PARCC achievement levels. An open-ended survey question asked panelists to demonstrate their knowledge, and all who answered provided the correct alignment. Almost all panelists agreed that Smarter Balanced should stay with four achievement levels.

Approximate 84% of both ELA/literacy panelists and mathematics panelists agreed that the process will result in valid policy ALDs. All ELA/literacy panelists and 80% of mathematics panelists said that they would support the level of rigor of the policy ALDs. In general, the results of Table 5.11 show support for panelist understanding of and comfort with the conceptual components of this round.

**Table 5.11 Panelist Survey Responses to Conceptual Components Associated with the Creation of Policy ALDs**

| Questions  | ELA/Literacy |        |    | Mathematics |        |    |
|--|--------------|--------|----|-------------|--------|----|
|  | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| I understand how the Smarter Balanced 4 achievement levels align to the 5 achievement levels of PARCC. |              | 100.0% | 12 |             | 100.0% | 15 |
| I agree that Smarter Balanced should stay with 4 achievement levels.                                   |              | 100.0% | 11 | 7.1%        | 92.9%  | 14 |
| I believe that this process will result in valid policy ALDs.  | 16.7%        | 83.3%  | 12 | 15.4%       | 84.6%  | 13 |
| I understand the Smarter Balanced overall claims.  | 8.3%         | 91.7%  | 12 | 7.1%        | 92.9%  | 14 |
| I understand the process used to parse the claims into achievement levels.                             | 8.3%         | 91.7%  |    | 33.3%       | 66.7%  |    |
| I feel comfortable defending the level of rigor articulated in the policy ALDs.                        | 0.0%         | 100.0% | 12 | 20.0%       | 80.0%  | 15 |
| I am ready to move to the next round.  | 8.3%         | 91.7%  | 12 | 14.3%       | 85.7%  | 14 |

### Logistical Components

Panelists were again asked if they were ready to move to the next round. Table 5.12 shows almost 92% of ELA/literacy panelists and nearly 86% of mathematics panelists agreed with this statement. In general, it appears that the panelists had enough time in this round.

**Table 5.12 Panelist Survey Responses to Logistical Components Associated with the Creation of Policy ALDs**

|                                       | ELA/Literacy |       |    | Mathematics |       |    |
|---------------------------------------|--------------|-------|----|-------------|-------|----|
| Question                              | Disagree     | Agree | N  | Disagree    | Agree | N  |
| I am ready to move to the next round. | 8.3%         | 91.7% | 12 | 14.3%       | 85.7% | 14 |

### Panelist Evaluation of the Range ALDs

The Grade 11 panelists and the Grades 3–8 panelists wrote range ALDs on the first day of their respective workshops. The evaluations are aggregated across the groups.

#### Methodological Components

Panelists were provided with particular documents in order to create range ALDs, including the abbreviated Content Specifications (that contained both the CCSS and the Smarter Balanced specifications) and the PARCC definition of college readiness. Panelists were asked to work on this activity as a group and to listen to the feedback of others. In addition, panelists brought their own experiences regarding students and the content area when they participated in these tasks. The evaluations asked whether the provided documents and group discussions were helpful (or irrelevant) to panelists when creating the range ALDs.

Table 5.13 shows panelist survey responses related to the methodological components of this round: 95% of the ELA/literacy panelists and almost 82% of mathematics panelists thought that the training provided by the facilitator was clear. All panelists agreed with the statements related to panelists' conversation and discussion, indicating that they regarded the conversations positively.

Table 5.14 shows how panelists rated different methodological components in terms of their importance to the discussion on range ALDs. Table 5.14 shows that panelists regarded the methodological components, including the CCSS, the Smarter Balanced specifications, and the group discussion, as important to their discussions. The defining phrases appear to be less important in this round than they were for defining policy ALDs. The PARCC ALDs do not appear to be important to the panelist discussion of range ALDs.



**Table 5.13 Panelist Survey Responses to Methodological Components Associated with the Creation of Range ALDs**

|   | ELA/Literacy |        |    | Mathematics |        |    |
|---|--------------|--------|----|-------------|--------|----|
| Questions   | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear. | 5.0%         | 95.0%  | 20 | 18.2%       | 81.8%  | 22 |
| My group listened to my opinions when creating range ALDs.  |              | 100.0% | 21 |             | 100.0% | 22 |
| Both the K–12 and Higher Education representatives contributed to the developing the range ALDs.            |              | 100.0% | 21 |             | 100.0% | 22 |
| The K–12 and Higher Education representatives were open-minded to each other.                               |              | 100.0% | 21 |             | 100.0% | 22 |
| My work was guided by the policy ALDs and content ALDs.   |              | 100.0% | 21 | 27.3%       | 72.7%  | 22 |

Table 5.14 Panelist Survey Responses regarding Importance of Methodological Components in Creation of Range ALDs

|   | ELA/literacy         |                    |           |                |    | Mathematics          |                    |           |                |    |
|---|----------------------|--------------------|-----------|----------------|----|----------------------|--------------------|-----------|----------------|----|
|   | Not at all important | Somewhat Important | Important | Very Important | N  | Not at all important | Somewhat Important | Important | Very Important | N  |
| CCSS                                    |                      | 0.0%               | 23.8%     | 76.2%          | 21 |                      | 5.0%               | 10.0%     | 85.0%          | 20 |
| Smarter Balanced Content Specifications |                      | 15.8%              | 10.5%     | 73.7%          | 19 |                      | 0.0%               | 5.0%      | 95.0%          | 20 |
| Personal experience teaching content    | 4.5%                 | 0.0%               | 50.0%     | 45.5%          | 22 | 0.0%                 | 9.5%               | 38.1%     | 52.4%          | 21 |
| Personal experience teaching students   | 4.8%                 | 9.5%               | 38.1%     | 47.6%          | 21 | 0.0%                 | 4.8%               | 61.9%     | 33.3%          | 21 |
| Opinion of others                       | 0.0%                 |                    | 36.4%     | 63.6%          | 22 | 0.0%                 |                    | 38.1%     | 61.9%          | 21 |
| PARCC                                   | 52.6%                | 36.8%              | 10.5%     |                | 19 | 65.0%                | 20.0%              | 15.0%     |                | 20 |
| Defining phrases                        | 4.8%                 | 33.3%              | 52.4%     | 9.5%           | 21 | 5.0%                 | 40.0%              | 45.0%     | 10.0%          | 20 |

### Conceptual Components

Panelists were also surveyed about their understanding of different aspects of the range ALDs. Table 5.15 shows the survey responses to the conceptual questions asked about the range ALDs. All panelists reported that they understood the purpose of the range ALDs and the process to create range ALDs. All the ELA/literacy and almost 91% of mathematics panelists agreed that the process will result in valid policy ALDs. All the ELA/literacy and nearly 91% of mathematics panelists agreed that they would support the level of rigor of the range ALDs. In general, the results of Table 5.15 show support for panelist understanding of and comfort with the conceptual components of this round.

**Table 5.15 Panelist Survey Responses to Conceptual Components Associated with the Creation of Range ALDs**

|  | ELA/Literacy |        |    | Mathematics |        |    |
|--|--------------|--------|----|-------------|--------|----|
| Questions  | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| I understand the purpose of range ALDs   |              | 100.0% | 21 |             | 100.0% | 22 |
| I understand how to create range ALDs  |              | 100.0% | 21 |             | 100.0% | 22 |
| I believe that this process will result in valid range ALDs.                   |              | 100.0% | 21 | 9.0%        | 91%    | 22 |
| I feel comfortable defending the level of rigor articulated in the range ALDs. |              | 100.0% | 21 | 9.0%        | 91%    | 22 |

### Logistical Components

Over 90% of panelists agreed with the statement that they were ready to move to the next round. In general, it appears that the panelists had enough time in this round.

**Table 5.16 Panelist Survey Responses to Logistical Components Associated with the Creation of Range ALDs**

|  | ELA/Literacy |        |    | Mathematics |       |    |
|--|--------------|--------|----|-------------|-------|----|
| Question   | Disagree     | Agree  | N  | Disagree    | Agree | N  |
| I am comfortable and feel ready to move to the next round. |              | 100.0% | 21 | 9.0%        | 91%   | 22 |

### Panelist Evaluation of the Threshold ALDs

The Grade 11 panelists and the Grades 3–8 panelists created threshold ALDs on the second day of their respective workshops. The evaluations were aggregated across the groups.

### Methodological Components

The range ALDs were the primary tool used by panelists to create the threshold ALDs. In addition, they were asked to work on this activity as a group and to listen to the feedback of others. Panelists also brought their own experiences regarding students and content area when they participated in these tasks. The evaluations asked whether the provided documents and group discussions were helpful (or irrelevant) to panelists when creating the threshold ALDs

Table 5.17 shows panelist survey responses related to the methodological components of this round. In general, panelists agreed with the statements about the methodological components. Over 95% of panelists agreed that they understood the training. All panelists agreed to the statements related to panelists' conversation and discussion, indicating that they regarded the conversations positively. More than 91% of panelists agreed that their work was guided by the policy ALDs and content ALDs.

Table 5.18 shows how panelists rated different methodological components in terms of their importance to the discussion of the threshold ALDs. Table 5.18 shows that panelists regarded the methodological components, including the CCSS, the Smarter Balanced specifications, and the group discussion, as important to their discussions. The defining phrases appear to be less important in this round than they were for defining policy ALDs. The PARCC ALDs did not appear to be important to the panelist discussion of the threshold ALDs.

**Table 5.17 Panelist Survey Responses to Methodological Components Associated with the Creation of Threshold ALDs**

| Questions   | ELA/Literacy |        |    | Mathematics |        |    |
|---|--------------|--------|----|-------------|--------|----|
|   | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear. | 0.0%         | 100.0% | 19 | 4.8%        | 95.2%  | 21 |
| My group listened to my opinions when creating threshold ALDs.  |              | 100.0% | 21 |             | 100.0% | 21 |
| Both the K-12 and Higher Education representatives contributed to the developing the threshold ALDs.        |              | 100.0% | 20 |             | 100.0% | 20 |
| The K-12 and Higher Education representatives were open-minded to each other.                               |              | 100.0% | 20 |             | 100.0% | 19 |
| My work was guided by the policy ALDs and content ALDs.   |              | 100.0% | 21 | 9.1%        | 90.9%  | 22 |

Table 5.18 Panelist Survey Responses regarding Importance of Methodological Components in Creation of Threshold ALDs

|                                       | ELA/literacy         |                    |           |                |    | Mathematics          |                    |           |                |    |
|---------------------------------------|----------------------|--------------------|-----------|----------------|----|----------------------|--------------------|-----------|----------------|----|
|                                       | Not at all important | Somewhat Important | Important | Very Important | N  | Not at all important | Somewhat Important | Important | Very Important | N  |
| CCSS                                  | 0.0%                 | 9.5%               | 28.6%     | 61.9%          | 21 | 4.5%                 | 4.5%               | 22.7%     | 68.2%          | 22 |
| Smarter Balanced specifications       |                      | 5.3%               | 42.1%     | 52.6%          | 19 |                      | 4.5%               | 31.8%     | 63.6%          | 22 |
| Personal experience teaching content  | 10.0%                | 10.0%              | 35.0%     | 45.0%          | 20 | 4.8%                 | 19.0%              | 57.1%     | 19.0%          | 21 |
| Personal experience teaching students | 9.5%                 | 4.8%               | 38.1%     | 47.6%          | 21 | 0.0%                 | 28.6%              | 47.6%     | 23.8%          | 21 |
| Opinion of others                     |                      |                    | 38.1%     | 61.9%          | 21 |                      |                    | 42.9%     | 57.1%          | 21 |
| PARCC                                 | 64.7%                | 35.3%              |           |                | 17 | 70.0%                | 20.0%              | 10.0%     |                | 20 |
| Defining phrases                      | 0.0%                 | 38.1%              | 42.9%     | 19.0%          | 21 | 23.8%                | 14.3%              | 42.9%     | 19.0%          | 21 |

### Conceptual Components

Panelists were also surveyed about their understanding of different aspects of the threshold ALDs. Table 5.19 shows the survey responses to the conceptual questions asked about the threshold ALDs. About 95% of panelists reported that they understood the purpose of the threshold ALDs, and all understood how to create the threshold ALDs. All the ELA/literacy and nearly 86% of mathematics panelists agreed that the process will result in valid threshold ALDs. All the ELA/literacy and about 76% of mathematics panelists agreed they would support the level of rigor of the threshold ALDs. In general, the results of Table 5.19 show support for panelist understanding of and comfort with the conceptual components of this round.

**Table 5.19 Panelist Survey Responses to Conceptual Components Associated with the Creation of Threshold ALDs**

| Questions  | ELA/Literacy |        |    | Mathematics |        |    |
|--|--------------|--------|----|-------------|--------|----|
|  | Disagree     | Agree  | N  | Disagree    | Agree  | N  |
| I understand the purpose of threshold ALDs.  | 4.8%         | 95.2%  | 21 | 4.8%        | 95.2%  | 21 |
| I understand how to create threshold ALDs.   |              | 100.0% | 21 |             | 100.0% | 21 |
| I believe that this process will result in valid threshold ALDs.                   |              | 100.0% | 21 | 14.3%       | 85.7%  | 21 |
| I feel comfortable defending the level of rigor articulated in the threshold ALDs. |              | 100.0% | 21 | 23.8%       | 76.2%  | 21 |

### Logistical Components

Over 90% of panelists agreed with the statement that they were ready to move to the next round. In general, it appears that the panelists had enough time in this round.

**Table 5.20 Panelist Survey Responses to Logistical Components Associated with the Creation of Threshold ALDs**

| Question   | ELA/Literacy |       |    | Mathematics |       |    |
|--|--------------|-------|----|-------------|-------|----|
|  | Disagree     | Agree | N  | Disagree    | Agree | N  |
| I am comfortable and feel ready to move to the next round. | 5.0%         | 95.0% | 20 | 9.1%        | 90.9% | 22 |

### Final Evaluations

At the end of the workshop, the panelists were given a final evaluation on some aspects of the workshop. These are summarized in Table 5.21. From the results in Table 5.21, it appears that the panelists generally agreed with the statements that they were given.

Sixteen panelists provided written comments on the final evaluation. Of these, eight made statements indicating that they enjoyed the process. Five made statements indicating they would have liked to have had more time.

Six panelists commented on improving some aspect of the organization of the workshop, including facilitation, clarity of process, and communication between CTB, the College Board, and Smarter Balanced. The comment of one panelist exemplifies these concerns: “I felt there was a missing link between Smarter Balanced, CTB/McGraw-Hill, and College Board facilitators. The sessions could have been more organized in terms of keeping track of time and the conversation focused so that more could be accomplished in a timely fashion. In the end, I think the process was worthwhile and one I am glad to have participated in.” Even with the comments, the majority of panelists agreed that the ALD Writing Workshop produced valid ALDs.

**Table 5.21 Participant Agreement/Disagreement with Final Evaluation Statements**

| Questions   | Disagree | Agree | N  |
|---|----------|-------|----|
| The goals of this procedure were clear.   | 8.5      | 91.5  | 47 |
| I felt that this procedure was fair.  | 4.2      | 91.7  | 46 |
| Participating in this workshop increased my familiarity with Smarter Balanced.                |          | 100.0 | 47 |
| The workshop was well organized.  | 22.9     | 72.9  | 46 |
| Participating in this workshop increased my familiarity with the Common Core State Standards. | 4.3      | 95.7  | 47 |
| The facilitators were well informed about the process.  | 14.9     | 85.1  | 47 |
| The training materials were helpful.  | 8.5      | 91.5  | 47 |
| The training on range ALDs made the task clear to me.   | 12.8     | 87.2  | 47 |
| Overall, I believe my opinions were considered and valued by my group.                        |          | 100.0 | 46 |
| I had enough time to write range ALDs.  | 23.4     | 76.6  | 47 |
| I am confident that ALD Writing Workshop produced valid ALDs                                  | 17.8     | 82.2  | 45 |
| Overall, my group’s discussions were open and honest.   |          | 100.0 | 47 |
| Overall, I valued the workshop as a professional development experience.                      | 2.1      | 97.9  | 47 |
| This experience will help me target instruction for the students in my classroom.             | 10.3     | 89.7  | 39 |

### Summary

This chapter examined panelist feedback to the evaluations that were administered throughout the ALD Writing workshop. The results were examined within the framework of the methodological, conceptual, and logistical components that comprised the ALD development. In general, the panelists understood the tasks of the workshop and utilized the tools they were given. Panelists appear to have been satisfied with the tools they were provided to accomplish their tasks. Additionally, panelists appear to have understood and supported the concepts that were introduced throughout the workshop. Importantly, panelists seem to have had enough time to accomplish the

tasks. In all, this provides strong evidence to support the validity of the set of initial ALDs that resulted from the ALD Writing Workshop.



## Chapter 6: ALD Review Cycles

The review cycles that followed the ALD workshop are an important component of creating the initial ALDs. The review cycles allowed for feedback from members of the general public K–12 and Higher Education Leads from the Governing States and members of the Consortium’s Technical Advisory Committee. The feedback from each review cycle contributed to an improved draft for the following review cycle. In addition, the feedback was an important factor in gauging reactions to and understanding of the initial ALDs. This chapter summarizes the revision process and details of each step in the review cycle.

### The Review Cycles and the Validity Framework

Figure 6.1 highlights the parts of the network of inferences that lead from the planned uses for the ALDs to the final set of initial ALDs that are relevant to this chapter: the design, implementation, and outcomes of the review cycles.

#### Design Phase

The original design for the review cycles can be found in Appendix IX. This design changed following the development of the initial draft product in October (and with Smarter Balanced leadership approval) to better fit the timelines of the project. The original design called for five review periods with six revisions of the initial ALDs, whereas the final version resulted in three review periods with four revisions. While all the same reviewers were identified for these reviews, it is beyond the scope of this Technical Report to develop a validity argument that compares the two designs. The validity of the final design should be determined based on the implementation described in this chapter.

#### Implementation Phase

When implementing the reviews, it was important that the reviewers were appropriately qualified to engage in the review process. The initial ALDs are content-intensive documents that require background knowledge of the Smarter Balanced Content Specifications and the CCSS. In addition, knowledge of how students engage with the content is important.

In addition, the review process should be presented in such a way that it is accessible to reviewers and can be utilized by reviewers. Each of the three review cycles was implemented in a different way, and the implementation is explained in this chapter.

#### Outcomes Phase

The results of the review process communicated the public’s perception of the initial ALDs as well as the perception of key members of the Smarter Balanced staff, work groups, and Technical Advisory Committee. The review process allowed feedback on understanding of the initial ALDs and support for the initial ALDs. In addition, it allowed reviewers to comment on the coherence of the family of ALDs. If the reviewers support the coherence of the ALD family, then this would be evidence to support the validity of the ALDs.

Some questions were asked regarding the alignment of the initial ALDs to the planned uses of the ALDs; however, these questions are best answered by an external reviewer once the initial ALDs have been finalized. An external reviewer is best positioned to evaluate the alignment of the initial range ALDs for their use with item writing and the initial threshold ALDs for their use with standard setting.

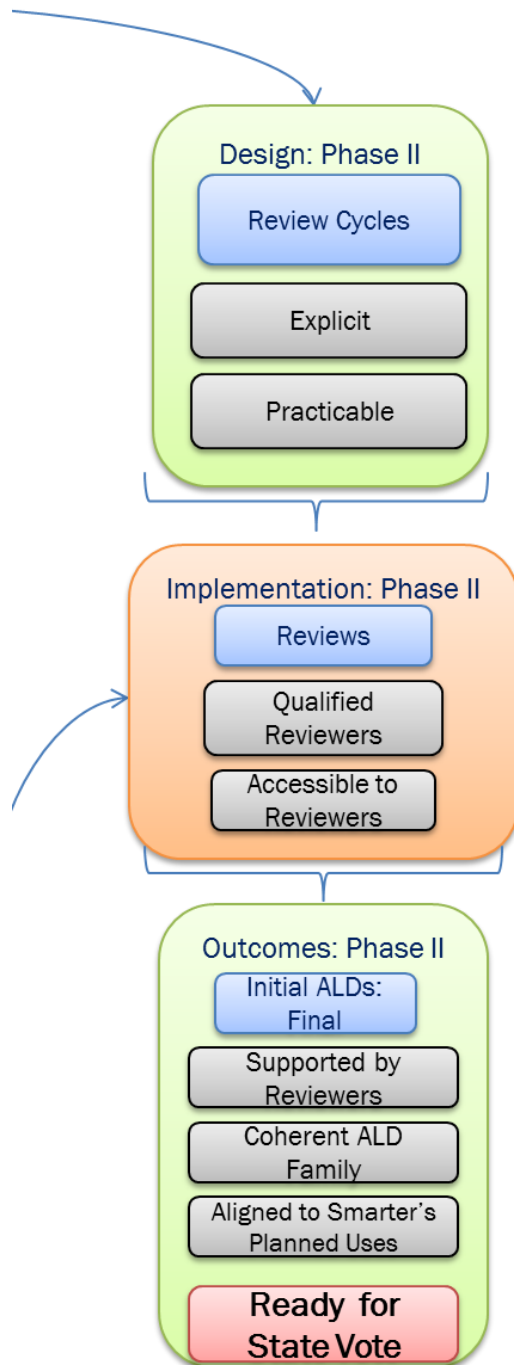


Figure 6.1 Portion of the Network of Inferences Related to the Review Cycles

#### Revision Process

The ALD revision process incorporated three review periods following the workshop, where the Smarter Balanced stakeholders noted in this chapter provided feedback on the draft policy ALDs,

specific content ALDs, range ALDs, and threshold ALDs. CTB Content Editors reviewed and revised each new draft ALDs for style and language. They worked with the Smarter Balanced Content Leads to incorporate any relevant substantive changes suggested to the draft ALDs. Table 6.1 shows the timeline of activities for the ALD review cycle.

The ALD review cycle started with internal reviews by Smarter Balanced staff and work group members. It proceeded through reviews with members of the Technical Advisory Committee and with the general public. Another round of internal reviews followed the public review period.

**Table 6.1 Review Activities and Timeline**

| Activity   | Timeline                             |
|--|--------------------------------------|
| Review Period 1: Smarter Balanced Content Leads, lead psychometrician, Validation and Psychometric Work Group co-chairs and Executive Committee liaison, selected work group members | October 19–26, 2012                  |
| Revision by Smarter Balanced Content Leads and CTB Content Editors   | October 29, 2012 – November 11, 2012 |
| Webinar to Introduce Draft ALDs for Technical Advisory Committee, K–12 State Leads, and Higher Education State Leads   | November 15, 2012                    |
| Review Period 2: Members of Technical Advisory Committee and K–12 State Leads  | November 12, 2012 – January 15, 2013 |
| Review Period 2: Public  | November 26, 2012 – January 15, 2013 |
| Webinar to Introduce Draft ALDs to Public  | December 17, 2012                    |
| Revision by Smarter Balanced Content Leads and CTB Content Editors   | January 22–29, 2013                  |
| Review Period 3: V&P Work Group, Governing States, and Higher Education  | February 13–20, 2013                 |
| Revision by Smarter Balanced Content Leads and CTB Content Editors   | February 21, 2013 – March 1, 2013    |
| Review Period 4: Executive Committee Review  | March 5–12, 2013                     |
| Governing States vote at spring Collaboration Conference   | March 20, 2013                       |
| Governing States vote at spring Collaboration Conference   | March 20, 2013                       |
| Posting of final documents at <a href="http://smarterbalanced.org">smarterbalanced.org</a>   | March 29, 2013                       |

#### Review Period 1: Internal Feedback

The first revisions were made by members of the Consortium’s Test Development and Validation work group, meta-committee members from the workshop, and Smarter Balanced staff. The draft ALDs were posted to a shared and secure online site where reviewers could post comments on different sections of the draft ALDs.

The reviewers were asked to pay particular attention to

- content
- format
- consistency of language
- link to Common Core State Standards
- grammar
- unintended meaning
- reversals of rigor
- inconsistency of progression
- alignment with other Smarter Balanced products
- human error (cut and paste, etc.)
- other

Comments were collected over the eight-day review cycle. CTB Content Editors reviewed substantive changes with the Smarter Balanced Content Leads prior to incorporating those changes.

#### **Review Period 2: Public Feedback**

The second review period was open to a much wider audience. This review period started with a two-week preview of the draft ALDs for members of the Technical Advisory Committee and the Higher Education and K–12 Leads. Following the two-week preview, the next review period was open to the general public.

#### **Webinars**

Two webinars were held to provide information on the creation of the draft ALDs and training on how to read the draft ALDs. The first webinar was held on November 15, 2012, for members of the Technical Advisory Committee and the Higher Education and K–12 Leads. The second webinar was held on December 17, 2012, and was open to the general public.

#### **Feedback**

The public feedback was collected through an online survey that was open from December 18, 2012, through January 15, 2013. The survey can be found in Appendix VIII. Responses to both closed- and open-ended questions were collected. The Technical Advisory Committee members provided feedback directly to Smarter Balanced and did not use the survey tool.

The qualitative feedback from the survey tool and from the Technical Advisory Committee members was analyzed using NVivo software. NVivo is data analysis software that supports content analysis and organization of a variety of sources of information, from text to video, picture, and sound. Users can look for themes, patterns, and key connections from multiple sources, including survey responses, discussion groups and interviews, as well as literature and other resources. The data from the closed-ended questions were analyzed using IBM Statistical Product and Service Solutions (SPSS).

#### **Overall Sample Information and Demographics**

The survey respondents answered on their own behalf or on behalf of a group. A total of 86 responses were received to the ELA/literacy survey, with 20 responding on behalf of a group and 64 responding as individuals. The remaining two did not indicate whether they responded on behalf of

an individual or a group. When responses on behalf of groups were disaggregated, 350 people were represented in the survey responses. The responses came from 16 of the 21 Smarter Balanced Governing States.

For the mathematics survey, a total of 64 responses were received, with 15 responding on behalf of a group and 44 responding as individuals. The remaining five did not indicate whether they responded on behalf of an individual or a group. When responses on behalf of groups were disaggregated, 210 people were represented in the survey responses.

Table 6.2 shows the primary position of the survey respondents. For both ELA/literacy and mathematics, nearly 40% of the respondents were from Higher Education and roughly the same percentage was from K–12. The respondents choosing the other category were from educational advocacy groups, from the Consortium’s Technical Advisory Committee, or from an education-related corporation. Altogether, the respondents comprise a diverse group from a variety of fields within education.

**Table 6.2 Primary Position of Survey Respondents, Review Period 2**

| Primary Position               | ELA  | Mathematics |
|--------------------------------|------|-------------|
| No response                    | 2.3  | 7.8         |
| Higher education administrator | 5.8  | 6.3         |
| Higher education faculty       | 34.9 | 35.9        |
| Local education agency staff   | 7.0  | 3.1         |
| Other (please specify)         | 12.8 | 12.5        |
| School leader or teacher       | 27.9 | 21.9        |
| State education agency staff   | 9.3  | 12.5        |
| Total*                         | 86   | 64          |

\*The responses are weighted equally in the tables.

Table 6.3 shows the number of survey responses received from each Governing State. The responses for the ELA/literacy survey came from 16 of the 21 Governing States. The responses for the mathematics survey came from 13 of the 21 Governing States. The responses from Washington, DC, were from members of national organizations.

**Table 6.3 Number of Survey Responses by Governing State, Review Period 2**

| State                | ELA | Mathematics |
|----------------------|-----|-------------|
| California           | 33  | 13          |
| Connecticut          | 3   |             |
| Delaware             | 2   | 3           |
| District of Columbia | 1   | 1           |
| Hawaii               | 1   |             |
| Idaho                | 2   | 1           |
| Iowa                 | 2   | 1           |
| Kansas               | 1   | 1           |
| Maine                |     |             |
| Michigan             | 2   |             |
| Missouri             | 14  | 22          |
| Montana              |     |             |
| Nevada               | 3   |             |
| New Hampshire        |     | 1           |
| North Carolina       | 6   | 2           |
| Oregon               | 5   | 10          |
| South Carolina       | 2   | 1           |
| South Dakota         | 1   | 1           |
| Vermont              |     |             |
| Washington           | 2   | 3           |
| West Virginia        |     |             |
| Wisconsin            | 5   | 1           |
| Total*               | 85  | 61          |

\*The responses are weighted equally in the tables.

### College Content Readiness

Table 6.4 summarizes the survey feedback from the questions regarding college content readiness. The first two questions ask for feedback on the definition of college content readiness, while the third asks for feedback on the policy framework. For all three questions, there was stronger support from the ELA/literacy respondents than the mathematics respondents. The respondents for ELA/literacy indicated strong support for the college content readiness definition and the policy framework. The mathematics panelists had somewhat less agreement than did the ELA/literacy panelists.

**Table 6.4 Survey Feedback from Questions regarding College Content Readiness, Review Period 2**

| Questions  | ELA/Literacy |       |    | Mathematics |       |    |
|--|--------------|-------|----|-------------|-------|----|
|  | Disagree     | Agree | N* | Disagree    | Agree | N* |
| The college content readiness definition articulates clearly the implications of a score at Level 3 or 4 on the Grade 11 summative assessment.                   | 9.3          | 90.7  | 86 | 15.6        | 84.4  | 64 |
| The college content readiness definition clearly articulates the meaning of a college readiness score in Grade 11.   | 12.8         | 87.2  | 86 | 21.9        | 78.1  | 64 |
| The Policy Framework lays out a logical set of outcomes and implications for student performance at each achievement level on the Grade 11 summative assessment. | 11.8         | 88.2  | 85 | 18.8        | 81.3  | 64 |

\*The responses are weighted equally in the tables.

### Policy ALDs and Content ALDs

The survey respondents were asked a series of questions to ascertain their support for the policy ALDs and content ALDs. In particular, the respondents were asked about the defining phrases used in the first draft of the initial ALDs. In general, the ELA/literacy respondents showed strong support that the policy ALDs articulate the overall claims of Smarter Balanced and that the policy ALDs are rigorous. Additionally, the ELA respondents showed strong support that the content ALDs articulate the specific content claims of Smarter Balanced. The respondents on the mathematics survey also showed strong support on these three questions.

**Table 6.5 Survey Feedback from Questions regarding the Policy ALDs and Content ALDs, Review Period 2**

| Questions  | ELA/Literacy |       |    | Mathematics |       |    |
|--|--------------|-------|----|-------------|-------|----|
|  | Disagree     | Agree | N* | Disagree    | Agree | N* |
| The policy ALDs articulate the overall assessment claims of the Smarter Balanced Assessment Consortium for each achievement level. | 8.1          | 91.9  | 86 | 6.3         | 93.8  | 64 |
| The policy ALDs are rigorous, setting high expectations for students.  | 9.3          | 90.7  | 86 | 18.8        | 81.3  | 64 |
| The content ALDs articulate the specific content claims of the Smarter Balanced Assessment Consortium for each achievement level.  | 7.0          | 93.0  | 86 | 18.8        | 81.3  | 64 |
| Overall, I am satisfied with the defining phrases used by Smarter Balanced.  | 25           | 75    | 84 | 24.2        | 75.8  | 62 |
| I like the use of the word “command” to differentiate student performance in each achievement level.                               | 31.8         | 68.2  | 85 | 30.6        | 69.5  | 62 |
| I have no suggestions for revising the defining phrases.   | 30           | 70    | 80 | 32.3        | 67.7  | 62 |

\*The responses are weighted equally in the tables.

### Defining Phrases

The defining phrase is a short phrase that distinguishes performance in one achievement level from that in another achievement level. During the workshop, the panelists created and discussed defining phrases that would delineate the overall claim into four expected levels of performance, which comprise the policy ALDs. The Grade 11 overall claim was delineated into the following four levels (with the defining phrases boldfaced):

- The Level 4 student demonstrates **deep command** of the knowledge and skills associated with college and career readiness.
- The Level 3 student demonstrates **sufficient command** of the knowledge and skills associated with college and career readiness.
- The Level 2 student demonstrates **partial command** of the knowledge and skills associated with college and career readiness.
- The Level 1 student demonstrates **minimal command** of the knowledge and skills associated with college and career readiness.



The overall claims for Grades 3–8 were delineated into policy ALDs using the same defining phrases (deep command, sufficient command, partial command, and minimal command).

Survey respondents were asked three questions regarding the defining phrases. Nearly 75% of ELA/literacy respondents and mathematics respondents indicated that they were satisfied with the defining phrases. Approximately 69% of these respondents indicated that they liked the use of the word “command” within the defining phrase. However, almost 30% indicated that they had a suggestion for changing the defining phrases.

In spite of the number of respondents indicating general satisfaction with the defining phrases, several of the respondents leaving qualitative feedback indicated strong concerns with the word “command.” One respondent said, “It is difficult for the general public to determine just what ‘command’ means. Does it mean they can understand? Are proficient?” Other respondents expressed concern with the adjectives used to describe the level of command, such as the term “deep.” One respondent wrote, “The Level 4 descriptor, ‘Deep Command,’ does not align (lacks parallel structure) with the other Level Descriptors. Suggest the use of ‘thorough command’ for Level 4 defining phrase. Content ALDs contain multiple, subjective, open-ended descriptors that do not clearly define expectations. The use of ALD defining phrases (deep, sufficient, partial, minimal) in Content descriptors do not clarify expectations or support understanding of the target.”

This level of reviewer dissatisfaction with such a fundamental and pervasive component of the ALDs suggested the need for a more critical review of this terminology. Respondent suggestions and rationales were compiled and analyzed and the policy ALDs associated with the overall claim was delineated into the following four levels using new defining phrases (boldfaced)<sup>8</sup> across all grades:

- The Level 4 student demonstrates **thorough understanding of and ability to apply** the knowledge and skills associated with college and career readiness.
- The Level 3 student demonstrates **adequate understanding of and ability to apply** the knowledge and skills associated with college and career readiness.
- The Level 2 student demonstrates **partial understanding of and ability to apply** the knowledge and skills associated with college and career readiness.
- The Level 1 student demonstrates **minimal understanding of and ability to apply** the knowledge and skills associated with college and career readiness.

### Range ALDs

For the range ALDs, survey respondents were asked to answer questions for each grade level since the range ALDs are unique to each grade level. The respondents could choose whether to answer questions for specific grade levels. The number of respondents greatly decreased from the overall questions regarding the policy ALDs and content ALDs.

Table 6.6 summarizes the feedback from the survey questions regarding the range ALDs. In general, the mathematics respondents showed greater agreement that the range ALDs effectively articulate the expectations of Smarter Balanced. Even so, the ELA/literacy respondents showed high levels of agreement.

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<sup>8</sup> These changes were vetted through the Smarter Balanced Executive Committee.

Both ELA/literacy and mathematics respondents tended to agree that the range ALDs represent the level of rigor expected by the CCSS. The mathematics respondents showed strong agreement that the range ALDs describe the full range of students within each achievement level. The ELA/literacy respondents also tended to agree that the range ALDs describe the full range of students; however, their levels of agreement tended to be lower than the mathematics respondents. The mathematics respondents showed strong agreement that the learning progressions described within the ALDs are logical and clear. The ELA/literacy respondents also tended to agree about the clarity of the learning progressions; however, their levels of agreement tended to be lower than the mathematics respondents.

**Table 6.6 Survey Feedback from Questions regarding the Range ALDs, Review Period 2**

|  |       | ELA/Literacy |       |    | Mathematics |       |    |
|--|-------|--------------|-------|----|-------------|-------|----|
| Survey Question  | Grade | Disagree     | Agree | N* | Disagree    | Agree | N* |
| <i>In general, the range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level.</i> | 3     | 21.7         | 78.3  | 23 | 15.4        | 84.6  | 13 |
|  | 4     | 33.3         | 66.7  | 9  | 0.0         | 100.0 | 8  |
|  | 5     | 33.3         | 66.7  | 9  | 12.5        | 87.5  | 8  |
|  | 6     | 33.3         | 66.7  | 9  | 14.3        | 85.7  | 7  |
|  | 7     | 27.3         | 72.7  | 11 | 20.0        | 80.0  | 10 |
|  | 8     | 23.1         | 76.9  | 13 | 10.0        | 90.0  | 10 |
|  | 11    | 17.4         | 82.6  | 46 | 25.7        | 74.3  | 35 |
| <i>In general, the range ALDs represent the level of rigor expected by the Common Core State Standards.</i>  | 3     | 17.4         | 82.6  | 23 | 23.1        | 76.9  | 13 |
|  | 4     | 22.2         | 77.8  | 9  | 0.0         | 100.0 | 8  |
|  | 5     | 11.1         | 88.9  | 9  | 0.0         | 100.0 | 8  |
|  | 6     | 22.2         | 77.8  | 9  | 0.0         | 100.0 | 7  |
|  | 7     | 18.2         | 81.8  | 11 | 20.0        | 80.0  | 10 |
|  | 8     | 15.4         | 84.6  | 13 | 10.0        | 90.0  | 10 |
|  | 11    | 15.6         | 84.4  | 45 | 25.0        | 75.0  | 32 |
| <i>I believe that the range ALDs describe the full array of students within each achievement level.</i>  | 3     | 25.0         | 75.0  | 24 | 25.0        | 75.0  | 12 |
|  | 4     | 44.4         | 55.6  | 9  | 0.0         | 100.0 | 8  |
|  | 5     | 44.4         | 55.6  | 9  | 0.0         | 100.0 | 8  |
|  | 6     | 44.4         | 55.6  | 9  | 14.3        | 85.7  | 7  |

|  |       | ELA/Literacy |       |    | Mathematics |       |    |
|--|-------|--------------|-------|----|-------------|-------|----|
| Survey Question  | Grade | Disagree     | Agree | N* | Disagree    | Agree | N* |
|  | 7     | 36.4         | 63.6  | 11 | 10.0        | 90.0  | 10 |
|  | 8     | 41.7         | 58.3  | 12 | 20.0        | 80.0  | 10 |
|  | 11    | 34.1         | 65.9  | 44 | 21.9        | 78.1  | 32 |
| <i>The learning progression that is described from Level 1 through Level 4 is logical and clear.</i> | 3     | 22.7         | 77.3  | 22 | 33.3        | 66.7  | 12 |
|  | 4     | 33.3         | 66.7  | 9  | 12.5        | 87.5  | 8  |
|  | 5     | 44.4         | 55.6  | 9  | 12.5        | 87.5  | 8  |
|  | 6     | 33.3         | 66.7  | 9  | 42.9        | 57.1  | 7  |
|  | 7     | 20.0         | 80.0  | 10 | 30.0        | 70.0  | 10 |
|  | 8     | 16.7         | 83.3  | 12 | 20.0        | 80.0  | 10 |
|  | 11    | 20.5         | 79.5  | 44 | 29.4        | 70.6  | 34 |

\*The responses are weighted equally in the tables.

The range ALDs were edited using the information from the survey as well as the qualitative feedback. Based on the survey feedback, the top five requested changes to the initial ELA/literacy range ALDs included

- smoothing of the ALD content within and between grades;
- confirmation that all four ALD levels are grade appropriate and aligned to targets;
- clarification of what is meant by “support” via parenthetical examples;
- consistent use of qualifiers (minimum, partial, adequate, thorough) and text-complexity levels (low, moderate, moderate-to-high, unusually high);
- labeling of content strands and ALD types.

Based on survey feedback, the top five requested changes to the initial mathematics range ALDs included

- layout change corresponding to summative blueprint;
- ensuring consistent terminology;
- smoothing of content across each domain within a grade level;
- confirmation that necessary knowledge, skills, and processes are included at each target;
- cell-by-cell incorporation of survey feedback.

### *Utility of the Range ALDs*

The survey respondents were asked two questions on the utility of the range ALDs (see Table 6.7). First, they were asked whether the range ALDs will provide useful guidance to item writers. In general, both ELA/literacy and mathematics respondents agreed that the range ALDs will provide useful guidance to item writers. The respondents were also asked whether the range ALDs will help teachers understand the Consortium’s expectations for students in each achievement level. Again,

the respondents generally agreed that the range ALDs will help teachers understand the expectations of Smarter Balanced.

**Table 6.7 Survey Feedback from Questions regarding the Utility of the Range ALDs, Review Period 2**

|  |       | ELA/Literacy |       |    | Mathematics |       |    |
|--|-------|--------------|-------|----|-------------|-------|----|
| Survey Question  | Grade | Disagree     | Agree | N* | Disagree    | Agree | N* |
| <i>I believe that the range ALDs will provide useful guidance for item writers.</i>  | 3     | 8.7          | 91.3  | 23 | 16.7        | 83.3  | 12 |
|  | 4     | 20.0         | 80.0  | 10 | 0.0         | 100.0 | 8  |
|  | 5     | 22.2         | 77.8  | 9  | 0.0         | 100.0 | 8  |
|  | 6     | 33.3         | 66.7  | 9  | 14.3        | 85.7  | 7  |
|  | 7     | 27.3         | 72.7  | 11 | 10.0        | 90.0  | 10 |
|  | 8     | 25.0         | 75.0  | 12 | 10.0        | 90.0  | 10 |
|  | 11    | 20.9         | 79.1  | 47 | 11.8        | 88.2  | 34 |
| <i>I believe that the range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.</i> | 3     | 12.5         | 87.5  | 24 | 15.4        | 84.6  | 13 |
|  | 4     | 22.2         | 77.8  | 9  | 0.0         | 100.0 | 8  |
|  | 5     | 22.2         | 77.8  | 9  | 12.5        | 87.5  | 8  |
|  | 6     | 33.3         | 66.7  | 9  | 0.0         | 100.0 | 7  |
|  | 7     | 27.3         | 72.7  | 11 | 10.0        | 90.0  | 10 |
|  | 8     | 23.1         | 76.9  | 13 | 20.0        | 80.0  | 10 |
|  | 11    | 18.6         | 81.4  | 43 | 21.2        | 78.8  | 33 |

\*The responses are weighted equally in the tables.

### Threshold ALDs

The respondents were asked one close-ended question regarding the threshold ALDs, and they were given the opportunity to provide open-ended feedback for the threshold ALDs. Table 6.8 shows the survey feedback for the threshold ALDs. Both ELA/literacy and mathematics respondents generally agreed that the threshold ALDs derived from the range ALDs. This indicates that the respondents perceived alignment between the range ALDs and threshold ALDs.

**Table 6.8 Survey Feedback from Questions regarding the Threshold ALDs, Review Period 2**

| Survey Question  | Grade | ELA/Literacy |       |    | Mathematics |       |    |
|--|-------|--------------|-------|----|-------------|-------|----|
|  |       | Disagree     | Agree | N* | Disagree    | Agree | N* |
| <i>The threshold ALDs appear to derive directly from the range ALDs.</i> | 3     | 9.5          | 90.5  | 21 | 18.2        | 81.8  | 11 |
|  | 4     | 22.2         | 77.8  | 9  | 0.0         | 100.0 | 7  |
|  | 5     | 11.1         | 88.9  | 9  | 0.0         | 100.0 | 8  |
|  | 6     | 33.3         | 66.7  | 9  | 0.0         | 100.0 | 7  |
|  | 7     | 18.2         | 81.8  | 11 | 0.0         | 100.0 | 10 |
|  | 8     | 15.4         | 84.6  | 13 | 10.0        | 90.0  | 10 |
|  | 11    | 11.1         | 88.9  | 45 | 9.1         | 90.9  | 33 |

\*The responses are weighted equally in the tables.

The threshold ALDs were edited using the information from the survey as well as the qualitative feedback. Based on the survey feedback, the top five requested changes to the initial ELA/literacy threshold ALDs included

- up-and-down smoothing to make the cumulative progression explicit;
- one-to-one correspondence between a bulleted threshold ALD and range ALD;
- consistent use of text-complexity levels;
- consistent use of qualifiers;
- labeling of threshold ALDs.

Based on the survey feedback, the top five requested changes to the initial mathematics threshold ALDs included

- layout change corresponding to summative blueprint;
- confirming vertical threshold smoothness across domains;
- horizontal smoothing across each domain;
- ensuring that edits made to range ALDs are reflected in the threshold ALDs and vice versa;
- cell-by-cell incorporation of survey feedback.

### Review Period 3: Internal Feedback

The third review period was open only to the K–12 and Higher Education Leads and Test Development and Validation work group members. This review period lasted two weeks.

#### Webinars

One webinar was held on February 6, 2013, to provide information on the revised draft of the initial ALDs. This webinar covered the feedback received during the second review period, and it covered the top changes to the range ALDs and threshold ALDs.

### Feedback

As with the second review period, the feedback was collected through an online survey that was open during the review window. The survey was parallel to that collected during the second review period with changes made to reflect any revisions. This survey can be found in Appendix VIII. Responses to both closed- and open-ended questions were collected. Two states provided feedback directly to Smarter Balanced and did not use the survey tool.

### Overall Sample Information and Demographics

The survey respondents were asked to either respond on their own behalf or on behalf of a group. A total of 10 people responded to the ELA/literacy survey, with four responding on behalf of a group and six responding as individuals. Altogether, 60 people were represented in the survey responses.

For the mathematics survey, a total of 17 people responded with four responding on behalf of a group and 10 responding as individuals. Of these, three were blank. Altogether, 40 people were represented in the survey responses.

Table 6.9 shows the primary position of the survey respondents. For ELA, 70% of the respondents were from Higher Education. For mathematics, nearly 40% of the respondents were from Higher Education and the same percentage was from K–12.

**Table 6.9 Primary Position of Survey Respondents, Review Period 3**

| Primary Position               | ELA/Literacy | Mathematics |
|--------------------------------|--------------|-------------|
| Higher education administrator | 10.0         | 5.9         |
| Higher education faculty       | 60.0         | 35.3        |
| School leader or teacher       | 10.0         | 5.9         |
| State education agency staff   | 20.0         | 35.3        |
| No response                    | 0.0          | 17.6        |
| Total*                         | 10           | 17          |

\*The responses are weighted equally in the tables.

Table 6.10 shows the states in which the respondents work for both Review Period 2 and Review Period 3. For ELA/literacy, the responses came from nine of the 21 Smarter Balanced Governing States in Review Period 3. For mathematics, the responses came from 11 of the 21 Governing States in Review Period 3. Respondents from three of the states submitted feedback outside of the survey system in Review Period 3, and their responses are included Table 6.10. Between the two review periods, respondents from almost all Governing States submitted feedback on the initial ALDs.

**Table 6.10 Number of Survey Responses by Governing State, Review Periods 2 and 3**

| State                | Review Period 2 |             | Review Period 3 |             |
|----------------------|-----------------|-------------|-----------------|-------------|
|                      | ELA             | Mathematics | ELA             | Mathematics |
| California           | 33              | 13          |                 |             |
| Connecticut          | 3               |             |                 |             |
| Delaware             | 2               | 3           | 1               | 1           |
| District of Columbia | 1               | 1           |                 |             |
| Hawaii               | 1               |             |                 |             |
| Idaho                | 2               | 1           | 1               | 1           |
| Iowa                 | 2               | 1           | 1               | 1           |
| Kansas               | 1               | 1           |                 |             |
| Maine                |                 |             |                 |             |
| Michigan             | 2               |             | 1               | 1           |
| Missouri             | 14              | 22          | 1               | 2           |
| Montana              |                 |             | 1               | 1           |
| Nevada               | 3               |             | 1               |             |
| New Hampshire        |                 | 1           |                 |             |
| North Carolina       | 6               | 2           |                 |             |
| Oregon               | 5               | 10          |                 | 1           |
| South Carolina       | 2               | 1           | 3               | 2           |
| South Dakota         | 1               | 1           |                 | 1           |
| Vermont              |                 |             |                 |             |
| Washington           | 2               | 3           |                 | 1           |
| West Virginia        |                 |             |                 | 1           |
| Wisconsin            | 5               | 1           | 1               | 2           |
| Total*               | 85              | 61          | 11              | 15          |

### College Content Readiness

Table 6.11 summarizes the survey feedback from the questions regarding college content readiness. The first two questions ask for feedback on the definition of college content readiness, while the third asks for feedback on the policy framework. For all three questions, there was strong support from both the ELA/literacy and the mathematics respondents.

**Table 6.11** Survey Feedback from Questions regarding College Content Readiness, Review Period 3

| Questions  | ELA/Literacy |       |    | Mathematics |       |    |
|--|--------------|-------|----|-------------|-------|----|
|  | Disagree     | Agree | N* | Disagree    | Agree | N* |
| The college content readiness definition articulates clearly the implications of a score at Level 3 or 4 on the Grade 11 summative assessment.                   | 20.0         | 80.0  | 10 | 11.8        | 88.2  | 17 |
| The college content readiness definition clearly articulates the meaning of a college readiness score in Grade 11.   | 10.0         | 90.0  | 10 | 11.8        | 88.2  | 17 |
| The Policy Framework lays out a logical set of outcomes and implications for student performance at each achievement level on the Grade 11 summative assessment. | 11.1         | 88.9  | 9  | 6.3         | 93.8  | 16 |

\*The responses are weighted equally in the tables.

### Policy ALDs and Content ALDs

The survey respondents were asked a series of questions to ascertain their support for the policy ALDs and content ALDs. In particular, the respondents were asked about the defining phrases used in the first draft of the initial ALDs. In general, both groups showed strong support that the policy ALDs articulate the overall claims of Smarter Balanced and that the policy ALDs are rigorous. Additionally, both groups of respondents showed strong support that the content ALDs articulate the specific content claims of Smarter Balanced.



**Table 6.12 Survey Feedback from Questions regarding the Policy ALDs and Content ALDs, Review Period 3**

| Questions  | ELA/Literacy |       |    | Mathematics |       |    |
|--|--------------|-------|----|-------------|-------|----|
|  | Disagree     | Agree | N* | Disagree    | Agree | N* |
| The policy ALDs articulate the overall assessment claims of the Smarter Balanced Assessment Consortium for each achievement level.           |              | 100.0 | 10 | 5.9         | 94.1  | 17 |
| The policy ALDs are rigorous, setting high expectations for students.  |              | 100.0 | 10 | 5.9         | 94.1  | 17 |
| The content ALDs articulate the specific content claims of the Smarter Balanced Assessment Consortium for each achievement level.            | 10.0         | 90.0  | 10 | 11.8        | 88.2  | 17 |
| Overall, I am satisfied with the defining phrases used by Smarter Balanced.  |              | 100.0 | 10 | 12.5        | 87.5  | 16 |
| I like the use of the terms “thorough,” “adequate,” “partial,” and “minimal” to differentiate student performance in each achievement level. | 10.0         | 90.0  | 10 | 18.8        | 81.3  | 16 |
| I have no suggestions for revising the defining phrases.   |              | 100.0 | 10 | 12.5        | 87.5  | 16 |

\*The responses are weighted equally in the tables.

### Defining Phrases

Table 6.12 also shows respondent feedback on the defining phrases that were changed after Review Period 2. The results in Table 6.12 show strong support among both groups of respondents for the defining phrases.

### Range ALDs

For the range ALDs, survey respondents were again asked to answer questions for each grade level since the range ALDs are unique to each grade level. The respondents could choose whether to answer questions for specific grade levels. The number of respondents greatly decreased from the overall questions regarding the policy ALDs and content ALDs.

Table 6.13 summarizes the feedback from the survey questions regarding the range ALDs. In general, there was strong support from both the ELA/literacy and mathematics respondents that the range ALDs effectively articulate the expectations of Smarter Balanced.

Both ELA/literacy and mathematics respondents tended to agree that the range ALDs represent the level of rigor expected by the CCSS. Both groups of respondents showed strong support that the range ALDs describe the full range of students within each achievement level. Both groups tended to show high levels of agreement that the learning progressions described within the ALDs are logical and clear.

Based on the survey feedback, the primary changes to the initial ELA/literacy range ALDs during this review cycle included: reviewing and editing all range ALDs as needed to ensure consistency; and using or deleting qualifiers (e.g., added “high complexity” and deleted “thoroughly” at Level 4) where needed in range ALDs to indicate cut-score achievement levels.

Based on the survey feedback, the primary changes to the initial mathematics range ALDs during this review cycle included: reviewing and editing all range ALDs as needed to ensure consistency; and addressing specific comments provided in the survey results. As an example of a specific comment, one respondent noted, “In Target B/C/D, level 2, remove or clarify ‘common’ in the first bullet.”

**Table 6.13 Survey Feedback from Questions regarding the Range ALDs, Review Period 3**

|  |       | ELA/Literacy |       |    | Mathematics |       |    |
|--|-------|--------------|-------|----|-------------|-------|----|
| Survey Question  | Grade | Disagree     | Agree | N* | Disagree    | Agree | N* |
| <i>In general, the range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level.</i> | 3     | 20.0         | 80.0  | 5  |             | 100.0 | 6  |
|  | 4     |              | 100.0 | 4  |             | 100.0 | 4  |
|  | 5     |              | 100.0 | 3  |             | 100.0 | 4  |
|  | 6     |              | 100.0 | 2  |             | 100.0 | 6  |
|  | 7     |              | 100.0 | 2  |             | 100.0 | 2  |
|  | 8     |              | 100.0 | 4  |             | 100.0 | 5  |
|  | 11    |              | 100.0 | 5  | 25.0        | 62.5  | 8  |
| <i>In general, the range ALDs represent the level of rigor expected by the Common Core State Standards.</i>  | 3     | 40.0         | 60.0  | 5  |             | 100.0 | 6  |
|  | 4     |              | 100.0 | 4  |             | 100.0 | 4  |
|  | 5     |              | 100.0 | 3  |             | 100.0 | 4  |
|  | 6     |              | 100.0 | 2  |             | 100.0 | 6  |
|  | 7     |              | 100.0 | 2  |             | 100.0 | 2  |
|  | 8     |              | 100.0 | 4  |             | 100.0 | 5  |

|   |       | ELA/Literacy |       |    | Mathematics |       |    |
|---|-------|--------------|-------|----|-------------|-------|----|
| Survey Question   | Grade | Disagree     | Agree | N* | Disagree    | Agree | N* |
|   | 11    |              | 100.0 | 5  | 12.5        | 75.0  | 8  |
| <i>I believe that the range ALDs describe the full array of students within each achievement level.</i> | 3     | 60.0         | 40.0  | 5  |             | 100.0 | 6  |
|   | 4     |              | 100.0 | 4  |             | 100.0 | 4  |
|   | 5     |              | 100.0 | 3  |             | 100.0 | 4  |
|   | 6     |              | 100.0 | 2  |             | 100.0 | 6  |
|   | 7     |              | 100.0 | 2  |             | 100.0 | 2  |
|   | 8     | 25.0         | 75.0  | 4  |             | 100.0 | 5  |
|   | 11    |              | 100.0 | 5  | 25.0        | 62.5  | 8  |
| <i>The learning progression that is described from Level 1 through Level 4 is logical and clear.</i>    | 3     | 60.0         | 40.0  | 5  |             | 100.0 | 6  |
|   | 4     |              | 100.0 | 4  |             | 100.0 | 3  |
|   | 5     |              | 100.0 | 3  |             | 100.0 | 3  |
|   | 6     |              | 100.0 | 2  |             | 100.0 | 6  |
|   | 7     |              | 100.0 | 2  |             | 100.0 | 2  |
|   | 8     |              | 100.0 | 4  |             | 100.0 | 5  |
|   | 11    | 20.0         | 80.0  | 5  | 12.5        | 87.5  | 8  |

\*The responses are weighted equally in the tables.

### Threshold ALDs

The respondents were asked one close-ended question regarding the threshold ALDs. Table 6.14 shows the survey feedback for the threshold ALDs. Both ELA/literacy and mathematics respondents generally agreed that the threshold ALDs derived from the range ALDs. This indicates that the respondents perceived alignment between the range ALDs and threshold ALDs.

Based on the survey feedback, the primary changes to the initial ELA/literacy threshold ALDs during this review cycle included: reviewing and editing all threshold ALDs as needed to ensure consistency; and using or deleting qualifiers (e.g., added “high complexity” and deleted “thoroughly” at Level 4) where needed in range ALDs to indicate cut-score achievement levels.

Based on the survey feedback, the primary changes to the initial mathematics threshold ALDs during this review cycle included: reviewing and editing all threshold ALDs as needed to ensure consistency; and addressing specific comments provided in the survey results.

**Table 6.14** Survey Feedback from Questions regarding the Threshold ALDs, Review Period 3

|  |       | ELA/Literacy |       |    | Mathematics |       |    |
|--|-------|--------------|-------|----|-------------|-------|----|
| Survey Question  | Grade | Disagree     | Agree | N* | Disagree    | Agree | N* |
| <i>The threshold ALDs appear to derive directly from the range ALDs.</i> | 3     | 20.0         | 80.0  | 5  |             | 100.0 | 5  |
|  | 4     |              | 100.0 | 4  |             | 100.0 | 3  |
|  | 5     |              | 100.0 | 3  |             | 100.0 | 3  |
|  | 6     |              | 100.0 | 2  | 20.0        | 80.0  | 5  |
|  | 7     |              | 100.0 | 2  | 50.0        | 50.0  | 2  |
|  | 8     |              | 100.0 | 4  | 20.0        | 80.0  | 5  |
|  | 11    |              | 100.0 | 5  |             | 100.0 | 7  |

\*The responses are weighted equally in the tables.

### Summary

This chapter detailed the implementation of the review cycles as well as the results of the surveys implemented during those review cycles. Throughout the review cycles, the survey respondents showed strong support for the definitions of college content readiness and the policy framework. Furthermore, the survey respondents showed strong support for the policy ALDs, range ALDs, and threshold ALDs.

### Chapter 7: Policy Achievement Level Descriptors

This chapter presents the policy and content ALDs that resulted from the ALD Writing Workshop and review cycles. Table 7.1 presents the ELA/literacy policy and content ALDs. Table 7.2 presents the mathematics policy and content ALDs.

The range and threshold ALDs are quite lengthy. The ELA/literacy range and threshold ALDs are presented in Appendix X. The mathematics range and threshold ALDs are presented in Appendix XI.

**Table 7.1 Policy and Content ALDs for ELA/Literacy**

|   |  |  |  |  |
|---|--|--|--|--|
| <b>Overall Claim:</b><br><i>Students can demonstrate college and career readiness in English language arts and literacy.</i>                      | POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. | POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. | POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.    | POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.                      |
| <b>CLAIM 1:</b> <i>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i> | CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.                                     | CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.            | CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking. | CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking. |
| <b>CLAIM 2:</b> <i>Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>                            | CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.  | CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.  | CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.   | CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.  |
| <b>CLAIM 3:</b> <i>Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>                         | CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.  | CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.  | CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.   | CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.   |

|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  |  |   |
| <b><i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i></b> | CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic. | CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information. | CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information. | CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic. |

**Table 7.2 Policy and Content ALDs for ELA/Literacy**

|   |   |   |  |  |
|---|---|---|--|--|
| <b>OVERALL CLAIM:</b><br><i>Students can demonstrate college and career readiness in mathematics.</i>   | POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. | POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. | POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. | POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| <b>CLAIM 1:</b> <i>Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</i> | Content ALD: The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.         | Content ALD: The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.                | Content ALD: The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.              | Content ALD: The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.                  |



|   |  |   |  |   |
|---|--|---|--|---|
| <p><b>CLAIM 2: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</b></p> | <p>CONTENT ALD: The Level 1 student can make sense of and solve simple and familiar well-posed problems in pure and applied mathematics with a high degree of scaffolding, making minimal use of basic problem-solving strategies and given tools.</p> | <p>CONTENT ALD: The Level 2 student can make sense of and solve familiar well-posed problems in pure and applied mathematics with a moderate degree of scaffolding, making partial use of knowledge, basic problem-solving strategies, and tools.</p> | <p>CONTENT ALD: The Level 3 student can make sense of and persevere in solving a range of unfamiliar well-posed problems in pure and applied mathematics with a limited degree of scaffolding, making adequate use of knowledge and appropriate problem-solving strategies and strategic use of appropriate tools.</p> | <p>CONTENT ALD: The Level 4 student can make sense of and persevere in solving a range of complex and unfamiliar well-posed problems in pure and applied mathematics with no scaffolding, making thorough use of knowledge and problem-solving strategies and strategic use of appropriate tools.</p> |
| <p><b>CLAIM 3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</b></p>                          | <p>CONTENT ALD: The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.</p>   | <p>CONTENT ALD: The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.</p>                                 | <p>CONTENT ALD: The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.</p>  | <p>CONTENT ALD: The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.</p>  |
| <p><b>CLAIM 4: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</b></p>                              | <p>The Level 1 student can identify familiar real-world scenarios for analysis and can use simple mathematical models and given tools to solve basic problems.</p>   | <p>The Level 2 student can reason quantitatively to analyze familiar real-world scenarios and can use mathematical models and given tools to partially interpret and solve basic problems.</p>  | <p>The Level 3 student can reason abstractly and quantitatively to analyze complex, real-world scenarios and to construct and use mathematical models and appropriate tools strategically to adequately interpret and solve problems.</p>  | <p>The Level 4 student can reason abstractly and quantitatively to analyze unfamiliar complex, real-world scenarios, to construct and use complex mathematical models and appropriate tools strategically to thoroughly interpret and solve problems, and to synthesize results.</p>                  |

### Chapter 8: Validity Framework Revisited

Chapter 2 presented a framework for examining the different components of validity. This chapter looks at each of those components and the way evidence in this Technical Report contributes to the validity of the final set of initial ALDs.

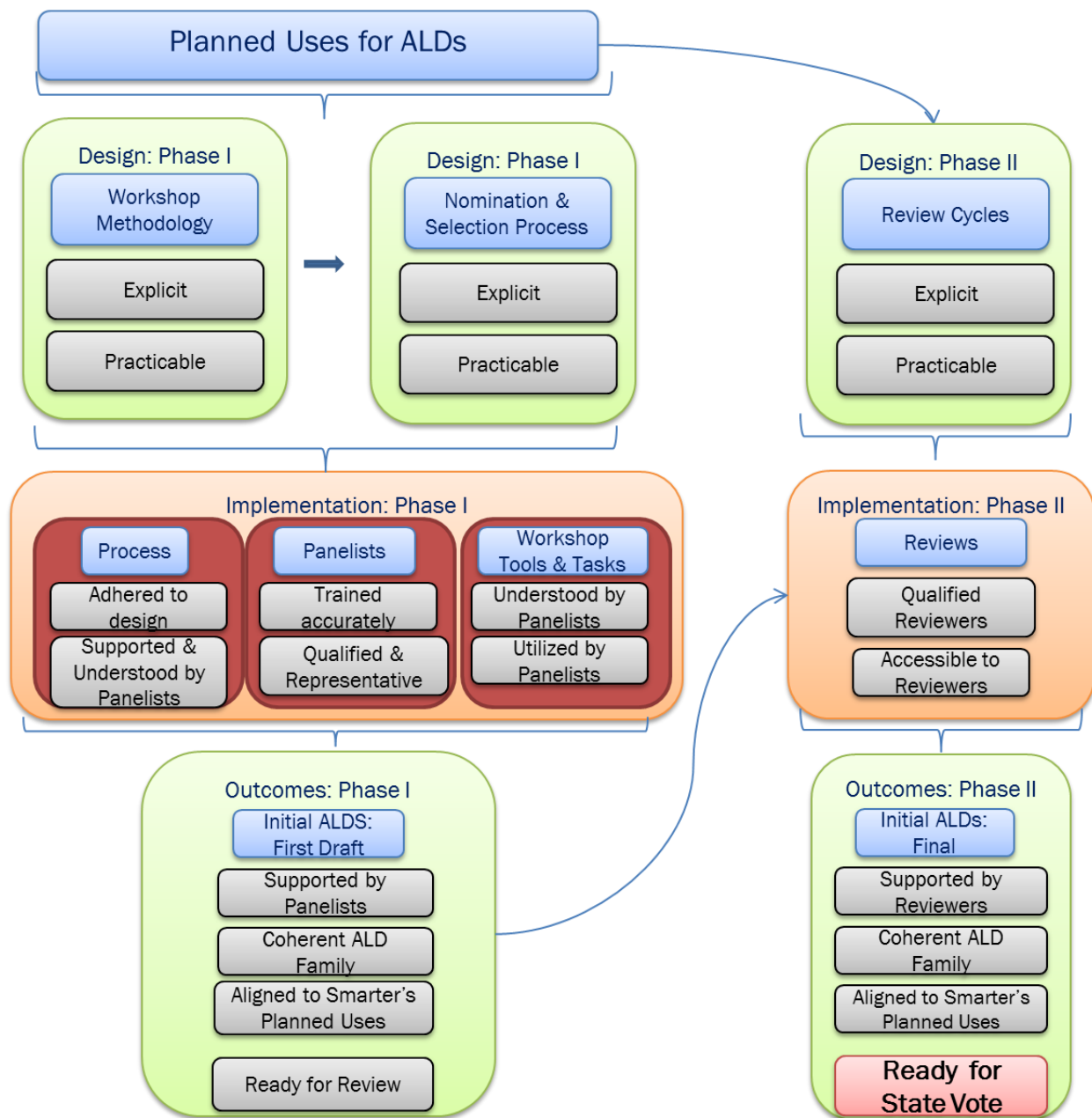


Figure 8.1 Network of Inferences

### Planned Uses

Chapter 1 examined the planned uses for the ALDs. Smarter Balanced intends to use the ALDs to guide policy, item writing, standard setting, and score reporting. With these uses in mind, staff from Smarter Balanced and CTB designed a methodology to create a family of interrelated ALDs:

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards;
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing;
- **Threshold ALDs** are grade- and content-specific descriptors created in conjunction with or following range ALDs and used to guide standard setting;
- **Reporting ALDs** are the final ALDs that are developed following standard setting, and they will provide guidance to stakeholders on how to interpret student performance on the test.

### Design

Three different design documents guided the work to create the initial set of ALDs. First, CTB and Smarter Balanced designed a methodology that allowed a group of experts to come together in a logical way to create a coherent system of ALDs. Chapter 4 discussed the workshop methodology. Once the workshop was designed, a set of procedures was determined for nominating and selecting panelists. Chapter 3 discussed the process used for panelist nomination and selection. Following the implementation of the workshop, a review process was undertaken. Chapter 6 discussed the method used for the review process. For each of these designs, it was important that they be explicit and practicable.

#### Explicitness

This criterion refers to the need for detailed, clearly written design specifications. The specifications needed to be precisely written so the workshop design could be clearly communicated and so the design could be replicated (van der Linden as cited in Hambleton & Pitoniak, 2006).

In July 2012, CTB presented the workshop design to the Consortium's Technical Advisory Committee. This committee did not request further clarification of the design process. Chapter 4 of this document details each step of this process and how it was implemented. The pre-workshop briefing materials and workshop handouts are included in Appendices V and VI, respectively.

In September 2012, CTB presented the process for panelist selection to the Test Development and Validation work group. The workgroup edited and refined the design to the process presented in Appendix I. Appendix II includes the survey used to nominate panelists.

The original design for the review process was part of the proposal, and it is included in Appendix IX. This review process was changed to better fit the timelines of the contract.

#### Practicability

To ensure practicability, the workshop design needed to be logistically feasible, the tasks needed to be understandable to panelists, and the procedure itself needed to be understandable to a lay audience. CTB examined panelist evaluations in order to understand the practicability of the workshop as it was implemented. Chapter 5 included the results of the panelist evaluations for the ALD Writing Workshop.

To ensure the practicability of the review process, it was necessary to design a process that was

accessible to panelists and provided panelists the opportunity for training.

An outside evaluator should examine the practicability of the nomination and selection process.

### Logistical Feasibility

**ALD Writing Workshop.** To examine the logistical feasibility of the ALD Writing Workshop, CTB investigated the results of evaluation questions that pertained to logistics. At the end of each review round, panelists were asked whether they were ready to move on to the next round. Each time this question was asked, the majority of panelists indicated that they were ready to move on. Indirectly, this question investigates whether panelists had adequate time to complete the tasks.

For the range ALDs, panelists were directly asked whether they had been given enough time to accomplish the task of writing range ALDs. The range ALDs were particularly intensive to write, so they were investigated separately. Panelists generally agreed that they had been given adequate time for the tasks; however, more time for the task was one of the more frequent requests in the panelist feedback on the open-ended questions. Even so, the majority of panelists agreed that they had been given enough time.

**Review Cycles.** An outside evaluator should review the logistical feasibility of the review cycles in terms of the methodology used to implement the review cycles. Review Period 1 was conducted by a small set of reviewers. These reviewers were given secure access to the draft ALDs, and the reviewers provided comments directly on those draft ALDs. Review Periods 2 and 3 were implemented through online surveys to provide access to the largest number of users.

### Task Understandability

**ALD Writing Workshop.** To examine the task understandability, the results of the evaluation statements that attempted to measure conceptual understanding of the various workshop tasks were investigated. Taken in their totality, the results indicated that panelists understood the workshop tasks and concepts. Panelists tended to self-report that they understood the purpose of the different ALD types. They also reported understanding how to create the various ALD types.

**Review Cycles.** Prior to the start of Review Period 1, Smarter Balanced sent the small group of reviewers a list of criteria to judge the ALDs. For Review Periods 2 and 3, webinars were used to train the panelists. In addition, explanatory text for the initial ALDs was created for the respondents in Review Periods 2 and 3. No feedback was collected from survey respondents regarding the understandability of their tasks. An outside evaluator should examine task understandability of the review cycles.

### Procedural Understandability

**ALD Writing Workshop.** To examine the procedural understandability, the results of the evaluation statements that attempted to measure panelist understanding of the methodology were investigated. Overall, panelists tended to agree that the training was clear and that the discussions were meaningful. In addition, panelists tended to find the various methodological components important to their work. Panelists tended to agree that the process would result in developing valid ALD types. They also tended to find the process fair.

**Review Cycles.** An outside evaluator should examine the procedure used for the review cycles.

### Implementation

This implementation criterion addresses aspects of process validity that need to be carried out during the workshop, including the workshop purpose, panelist/respondent selection, and panelist/respondent training (Kane, 1993; Kane, 2001; Hambleton & Pitoniak, 2006). One means of evaluating this criterion is through evaluations of the process. These types of evaluations were collected throughout the ALD Writing Workshop.

Panelist/respondent feedback was not collected during either the implementation of the nomination and selection process or the review cycles. An outside evaluator should examine the implementation of these procedures.

#### Workshop Purpose

**ALD Writing Workshop.** Beginning with the nomination process, the panelists were informed of the purpose of the workshop. The workshop purpose was explicitly stated in the opening session on Days 1, 2, and 4. Panelists overwhelmingly agreed when asked if they understood the goals of the workshop.

**Review Cycles.** The purpose of the review cycles were explained during the webinars and in the explanatory text that was released as part of the survey. Appendix VIII includes the explanatory text.

#### Panelist/Respondent Selection

**ALD Writing Workshop.** The K–12 and Higher Education Leads from the Governing States nominated panelists. Members of the Test Design and Validation work group together with CTB selected the panelists so that each of the Governing States was represented. The K–12 panelists were experienced teachers from a diversity of school types. The Higher Education panelists represented both two- and four-year colleges and universities.

**Review Cycles.** The respondents for Review Periods 2 and 3 were self-selected and tended to work in either K–12 or Higher Education.

#### Panelist/Respondent Training

**ALD Writing Workshop.** The panelists were trained for at least an hour each time a new task was introduced. Throughout the workshop, panelists indicated that the facilitators provided clear instructions and that the training materials were useful.

**Review Cycles.** The respondents for Review Periods 2 and 3 were trained through webinars and through explanatory text that was released as part of the survey.

### Outcome

The outcome of the ALD Writing Workshop and each review cycle was a draft of the initial ALDs. Evidence supporting the validity of the initial ALDs may come from support from panelists/respondents, the perceived coherence of the ALD family, and the alignment of the ALDs with the planned uses. An independent investigator should examine the coherence of the ALD family and the alignment of the ALDs with the planned uses once the final set of initial ALDs is complete.

#### First Draft of the Initial ALDs

The first draft of the initial ALDs came out of the ALD Writing Workshop. As discussed in Chapters 4 and 5, panelists completed evaluations after key parts of the workshop. The panelists were not

asked about the coherence of the ALD family or the alignment of the ALDs with the planned uses.

#### Support from Panelists

There was strong agreement from the ALD Writing Workshop panelists that the process would create valid policy ALDs, range ALDs, and threshold ALDs. Panelists from the ALD Writing Workshop strongly agreed that they would be able to defend the rigor of each ALD type.

#### Second Draft of the Initial ALDs

The second draft of the initial ALDs came out of the Review Period 1. For these ALDs, an online survey was administered to gauge support from a wider audience of Smarter Balanced stakeholders.

#### Support from Respondents

Respondents to the ELA/literacy and mathematics surveys appeared to strongly support the ALDs. There was general agreement that each ALD type articulated the specific portion of the Smarter Balanced Content Specifications that it was supposed to articulate. There was also general agreement that each ALD type represented the rigor of the CCSS.

#### Coherent ALD Family

There were no direct questions on the survey concerning the coherence of the ALD family; however, the survey asked respondents whether they thought that the threshold ALDs derived from the range ALDs. The survey respondents showed strong agreement with this idea, indicating good coherence between the range ALDs and threshold ALDs.

#### Alignment with Planned Uses

The survey asked respondents about the utility of the range ALDs for item writers. Generally, the respondents strongly agreed that the range ALDs will provide useful guidance for item writers. The survey did not ask the respondents about the usage of threshold ALDs for standard setting. This question should be asked of panelists at the Standard Setting Workshop- itself.

#### Third Draft of the Initial ALDS

The third draft of the initial ALDs came out of the Review Period 2. For these ALDs, an online survey was administered to gauge support from the K–12 and Higher Education Leads from the Smarter Balanced Governing States. The survey did not ask the respondents about the alignment of the ALDs with the planned uses.

#### Support from Respondents

Once again, the respondents to the ELA/literacy and mathematics surveys appeared to strongly support the ALDs. There was general agreement that each ALD type articulated the specific portion of the Smarter Balanced Content Specifications that it was supposed to articulate. There was also general agreement that each ALD type represented the rigor of the CCSS.

#### Coherent ALD Family

There were no direct questions on the survey concerning the coherence of the ALD family; however,

the survey asked respondents whether they thought that the threshold ALDs derived from the range ALDs. The survey respondents showed strong agreement with this idea, indicating good coherence between the range ALDs and threshold ALDs.

#### Documentation

The primary purpose of this Technical Report is to provide a detailed account of all the relevant aspects of the creation of the ALDs. Each chapter of this Technical Report focused on a unique portion of the work that occurred to create the Smarter Balanced system of ALDs. The appendices contain original designs, panelist handouts, and work products from the workshop.

#### Summary

This chapter reviewed the framework through which validity evidence of the initial set of ALDs was collected. While there are several aspects of the validity framework that should be reviewed by an independent evaluator, the evidence collected throughout the design, implementation, and outcome phases provide support for the validity of the initial set of ALDs.



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## Appendices:

- Appendix I. Original Design for Panelist Selection
- Appendix II. Nomination Surveys
- Appendix III. Final Panelist List
- Appendix IV. Original Design for ALD Writing Workshop
- Appendix V. Example of Abbreviated Content Specifications
- Appendix VI. Workshop Materials
- Appendix VII. Workshop Evaluations
- Appendix VIII. Surveys from Review Cycles
- Appendix IX. Original Design for the Review Cycles
- Appendix X. ELA/Literacy ALDs
- Appendix XI. Mathematics ALDs
- Appendix XII. ALDs Glossary

## Appendix I. Original Design for Panelist Selection

Smarter Balanced Assessment Consortium  
**Selecting Participants for the ALD Workshop**

Karla Egan  
*CTB/McGraw-Hill*

**January 15, 2013**

On September 10, 2012 representatives of the Smarter Balanced Assessment Consortium and CTB will work together to select participants for the ALD workshop in October. The following steps are suggested for this meeting.

**Step 1.** Identify factors that might warrant inclusion of participants. For example, a state only nominates a single person so that person needs to be selected. The following are potential variables that may be used to identify participants for definite inclusion in the workshop:

- Knowledge of Common Core State Standards (CCSS): This is a free response variable. The responses may be viewed prior to selection to identify stand out nominees.
- Knowledge of College Readiness and placement tests: This is a free response variable. The responses may be viewed prior to selection to identify stand out nominees.
- Prior experience with Smarter Balanced
- Type of teaching experience
- Experience with Special Populations (ELL, SPED, Gifted)
- Gender
- Race/Ethnicity
- District type of community (TOC)
- Percentage free and reduced lunch (%FRL)

**Step 2.** Identify factors that might exclude participants. For example, participants who do not have experience with CCSS.

**Step 3.** Identify desired combination of variables on which to choose participants. Potential variables include:

- Prior experience with Smarter Balanced
- Type of teaching experience
- Experience with Special Populations
- Gender
- Race/Ethnicity
- District type
- %FRL

As an example of participant selection, suppose that Smarter Balanced chooses to select participants to balance district type (rural, urban, suburban) and the percentage of free and reduced lunch (%FRL). Only three to six participants will be chosen for each grade content area so it will not be possible to represent each combination district type and %FRL within a grade/content area cell. At an aggregate level, though, Smarter Balanced may be able to represent each cell. (Three participants will be chosen for each grade grouping for Grades 3 – 8 within a content area. Six participants will be chosen for Grade 11 within a content area.) Table 1 shows the current number of nominees disaggregated by their preferred grade group and content area and %FRL within District Type. Using the information in this table, we would try to select one nominee from each district type who represent different levels of %FRL. For example for Grades 3-4 ELA, we might select one participant from a rural district with 76-100% FRL, the next participant from a suburban district with 0 – 25% FRL, and the final participant from the urban district with 26-50% FRL.

**Step 5.** Identify areas of potential deficits in the nominee pool and mitigation strategies. For example, Table 1 also shows some deficits in the current nominee pool. The urban districts are underrepresented in the current nominee pool, particularly in Grade 11. In addition, there is only one nominee in the Grade 5-6 ELA pool.

Once the deficits are identified, state leads could be asked to identify candidates who can complete the missing cell.

**Step 6.** Identify nominees who meet requirements identified in Step 4. Once a nominee is identified within a content area, it is important to remove the state's other nominee from the pool so that the state is not overrepresented within a single content area.

**Step 7.** Repeat for other content area.

**Table B-1. Number of Nominees by Preferred Grade Group/Content Area and Percentage of Free and Reduced Lunch within District Type**

|                        | Preferred Content and Grade Level |                 |                 |                 |             |                 |                 |                 |             |                |
|------------------------|-----------------------------------|-----------------|-----------------|-----------------|-------------|-----------------|-----------------|-----------------|-------------|----------------|
| District Type<br>% FRL | Both                              | ELA             |                 |                 |             | Math            |                 |                 |             | Grand<br>Total |
|                        | Grades<br>3 - 4                   | Grades<br>3 - 4 | Grades<br>5 - 6 | Grades<br>7 - 8 | Grade<br>11 | Grades<br>3 - 4 | Grades<br>5 - 6 | Grades<br>7 - 8 | Grade<br>11 |                |
| Rural                  | 1                                 | 2               |                 | 3               | 5           | 3               | 1               | 3               | 5           | 23             |
| 0 - 25%                |                                   |                 |                 | 1               |             |                 |                 | 1               | 1           | 3              |
| 26 - 50%               |                                   | 1               |                 |                 |             | 3               |                 | 1               | 3           | 8              |
| 51 - 75%               | 1                                 |                 |                 | 2               | 5           |                 | 1               |                 | 1           | 10             |
| 76 - 100%              |                                   | 1               |                 |                 |             |                 |                 | 1               |             | 2              |
| Suburban               | 2                                 | 2               | 1               | 1               | 2           | 2               | 2               | 1               | 2           | 15             |
| 0 - 25%                | 1                                 | 1               |                 |                 |             | 1               |                 |                 |             | 3              |
| 26 - 50%               |                                   |                 | 1               |                 | 1           |                 | 1               | 1               | 2           | 6              |
| 51 - 75%               | 1                                 | 1               |                 | 1               | 1           |                 |                 |                 |             | 4              |
| 76 - 100%              |                                   |                 |                 |                 |             | 1               | 1               |                 |             | 2              |
| Urban                  |                                   | 2               |                 | 3               |             | 2               | 2               |                 |             | 9              |
| 26 - 50%               |                                   | 2               |                 | 2               |             | 2               | 2               |                 |             | 8              |
| 51 - 75%               |                                   |                 |                 | 1               |             |                 |                 |                 |             | 1              |
| Grand Total            | 3                                 | 6               | 1               | 7               | 7           | 7               | 5               | 4               | 7           | 47             |

## Appendix II. Nomination Surveys

## 2012 ALD Nomination Survey

1. \* Nominee Last Name

---

2. \* Nominee First Name

---

3. \* Job Title

---

4. \* Employer Name

---

5. \* State (Choose only one.)

---

6. \* The nominee has prior experience with Smarter Balanced Assessment Consortium work.

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If Yes, please describe.

---

---

7. \* Please describe the nominee's familiarity with the Common Core State Standards and the Smarter Balanced Content Specifications.

---

---

8. \* Please describe the nominee's familiarity with college readiness and/or placement testing in your state. (Applies to grade 11 panel nominees.)

---

---

Please provide contact information for the nominee. Notification will be sent via email.

9. \* Work email address

---

10. \* Work phone number

---

11. Cell phone number

---

Please answer the following questions to describe the nominee's experience as an educator.

**12. \* Teaching experience or position**

- a. Classroom Teacher
- b. Teacher/Chair or Lead
- c. Teacher/Academic Coach
- d. Teacher/Curriculum Specialist
- e. Teacher/Assessment Coordinator
- f. Other, please specify

---

**13. \* Please indicate the number of years of experience the nominee has in his/her current?**

---

**14. \* Please indicate the total number of years of experience the nominee has in education?**

---

**15. \* Content area** (Please select all that apply.)

- ☐ English Language Arts
- ☐ Mathematics

**16. \* The workshop will address Achievement Level Descriptors for Grades 3–8 and 11. Please choose the grade(s) below that best fits the nominee's expertise.** (Please select all that apply.)

- ☐ 3-4
- ☐ 5-6
- ☐ 7-8
- ☐ 11

**17. \* In which grade span would the nominee most like to participate?**

- ☐ 3-4
- ☐ 5-6
- ☐ 7-8
- ☐ 11

**18. \* Special Populations** (Please select all that apply.)

- ☐ English Language Learner
- ☐ Special Education
- ☐ Gifted
- ☐ Not Applicable



It is important that demographic diversity is considered. Please provide the following personal demographic information.

**19. \* Gender**

- ☐ Male  
☐ Female

**20. \* Race/Ethnicity (Choose only one.)**

- ☐ Asian/Pacific Islander  
☐ Black/Non-Hispanic  
☐ Hispanic  
☐ American Indian/Alaskan Native  
☐ White/Non-Hispanic  
☐ Multi-racial  
☐ Decline to State

**21. \* Please indicate highest degree obtained:**

- ☐ High School  
☐ Bachelor's  
☐ Master's  
☐ Doctorate

Please provide the following district-level demographic information.

**22. \* The nominee's district is considered:**

- ☐ Urban  
☐ Suburban  
☐ Rural

**23. \* The percentage of students receiving free and reduced lunch in the nominee's district is:**

- ☐ 0-25%  
☐ 26-50%  
☐ 51-75%  
☐ 76-100%

## 2012 Higher Education Nomination Survey

1. \* Nominee Last Name

---

2. \* Nominee First Name

---

3. \* Job Title

---

4. \* University Name

---

5. \* State (Choose only one.)

---

6. \* The nominee has prior experience with Smarter Balanced Assessment Consortium work.

---

 Yes 

---

 No

If Yes, please describe.

---

---

7. \* College Type

---

 2-year

---

 4-year

8. \* Content area (Please select all that apply.)

---

 English Language Arts

---

 Mathematics

9. \* Gender

---

 Male

---

 Female

10. \* Race/Ethnicity (Choose only one.)

---

 Asian/Pacific Islander

---

 Black/Non-Hispanic

---

 Hispanic

---

 American Indian/Alaskan Native

---

 White/Non-Hispanic

---

 Multi-racial

---

 Decline to State

## Appendix III. Final Panelist List

| Last Name            | First Name | State | AFFILIATION                            | General Policy/College Readiness | Gr 11 ALDs | Gr 3/4 ALDs | Gr 5/6 ALDs | Gr 7/8 ALDs |
|----------------------|------------|-------|--|----------------------------------|------------|-------------|-------------|-------------|
| Carrizales-Engelmann | Dianna     |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| Cole                 | Shelbi     |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| Dirir                | Mohamed    |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| Kapinus              | Barb       |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| King                 | Jaci       |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| Martineau            | Joseph     |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| McCall               | Marty      |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| Slater               | Steve      |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
| Willhoft             | Joe        |       | Smarter Balanced Assessment Consortium |                                  |            |             |             |             |
|                      |            |       |  |                                  |            |             |             |             |
| Bauer                | Cora       |       | CTB/McGraw-Hill Publishing             |                                  |            |             |             |             |
| Egan                 | Karla      |       | CTB/McGraw-Hill Research Manager       |                                  |            |             |             |             |
| Gordon               | Angelica   |       | CTB/McGraw-Hill Program Coordinator    |                                  |            |             |             |             |
| Klein                | Shelli     |       | CTB/McGraw-Hill Publishing             |                                  |            |             |             |             |
| Lancione-Beccaria    | Theresa    |       | CTB/McGraw-Hill Project Manager        |                                  |            |             |             |             |
| Meloche              | Deborah    |       | CTB/McGraw-Hill Program Manager        |                                  |            |             |             |             |
| Schneider            | Christy    |       | CTB/McGraw-Hill Research               |                                  |            |             |             |             |
|                      |            |       |  |                                  |            |             |             |             |
| Kaliski              | Pamela     |       | College Board                          |                                  |            |             |             |             |
| Wiley                | Drew       |       | College Board                          |                                  |            |             |             |             |
|                      |            |       |  |                                  |            |             |             |             |

| Last Name  | First Name | State          | AFFILIATION        | General Policy/College Readiness | Gr 11 ALDs    | Gr 3/4 ALDs | Gr 5/6 ALDs | Gr 7/8 ALDs |
|------------|------------|----------------|--------------------|----------------------------------|---------------|-------------|-------------|-------------|
| Conley     | David      |                | TAC Representative |                                  |               |             |             |             |
| Strickland | Dorothy    |                | CCSS ELA Expert    | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Dean       | Jennifer   |                | CCSS ELA Expert    |                                  | Grade 11 ALDs |             | Gr 5/6 ALDs |             |
| Hiebert    | Elfrieda   |                | CCSS ELA Expert    |                                  |               |             |             | Gr 7/8 ALDs |
| Leinwand   | Steve      |                | CCSS MA Expert     | General Policy/College Readiness | Grade 11 ALDs |             |             | Gr 7/8 ALDs |
| Zimba      | Jason      |                | CCSS MA Expert     | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Speer      | William    |                | CCSS MA Expert     | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Dryer      | Dylan      | Maine          | Higher Ed ELA      | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Huse Wika  | Courtney   | South Dakota   | Higher Ed ELA      | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Kulmala    | Dan        | Kansas         | Higher Ed ELA      | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Lucas      | Pamela     | Wisconsin      | Higher Ed ELA      | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Mendoza    | Ken        | California     | Higher Ed ELA      | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Naguwa     | Caroline   | Hawaii         | Higher Ed ELA      | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Nelson     | Matthew    | South Carolina | Higher Ed ELA      | General Policy/College Readiness | Grade 11 ALDs |             |             |             |

| Last Name | First Name | State          | AFFILIATION   | General Policy/College Readiness | Gr 11 ALDs    | Gr 3/4 ALDs | Gr 5/6 ALDs | Gr 7/8 ALDs |
|-----------|------------|----------------|---------------|----------------------------------|---------------|-------------|-------------|-------------|
| Robertson | Justin     | Iowa           | Higher Ed ELA | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Staggers  | Julie      | Nevada         | Higher Ed ELA | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Straus    | Laura      | Montana        | Higher Ed ELA | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Tinkler   | Alan       | Vermont        | Higher Ed ELA | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Dougherty | Barbara    | Missouri       | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Freeman   | Andre      | Connecticut    | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Johnson   | Bruce      | North Carolina | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Knights   | Susan      | Idaho          | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Luce      | Megan      | Washington     | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Pelesko   | John       | Delaware       | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Refsland  | Lucie      | West Virginia  | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Schmidt   | William    | Michigan       | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             |             |             |
| Sinha     | Dev        | Oregon         | Higher Ed MA  | General Policy/College Readiness | Grade 11 ALDs |             | Gr 5/6 ALDs |             |
| Smith     | Elizabeth  | California     | Higher Ed MA  | General Policy/College           | Grade 11 ALDs |             |             |             |

| Last Name   | First Name | State          | AFFILIATION     | General Policy/College Readiness | Gr 11 ALDs    | Gr 3/4 ALDs | Gr 5/6 ALDs | Gr 7/8 ALDs |
|-------------|------------|----------------|-----------------|----------------------------------|---------------|-------------|-------------|-------------|
|             |            |                |                 | Readiness                        |               |             |             |             |
| Biggam      | Sue        | Vermont        | K-12 (3-8) ELA  |                                  |               |             |             | Gr 7/8 ALDs |
| Burris      | Rachel     | North Carolina | K-12 (3-8) ELA  |                                  |               | Gr 3/4 ALDs |             |             |
| Cook        | Phyllis    | Missouri       | K-12 (3-8) ELA  |                                  |               | Gr 3/4 ALDs |             |             |
| Ellis       | Robert     | California     | K-12 (3-8) ELA  | General Policy/College Readiness | Grade 11 ALDs | Gr 3/4 ALDs |             |             |
| Haskell     | Linda      | Maine          | K-12 (3-8) ELA  |                                  |               |             |             | Gr 7/8 ALDs |
| Parsons     | Elaine     | Connecticut    | K-12 (3-8) ELA  |                                  |               |             | Gr 5/6 ALDs |             |
| Weiner      | Denise     | Delaware       | K-12 (3-8) ELA  |                                  |               |             |             | Gr 7/8 ALDs |
| Whaley      | Treena     | Nevada         | K-12 (3-8) ELA  | General Policy/College Readiness | Grade 11 ALDs |             | Gr 5/6 ALDs |             |
| Wykle       | Paula      | West Virginia  | K-12 (3-8) ELA  |                                  |               |             | Gr 5/6 ALDs |             |
| Aazzerah    | Rachel     | Oregon         | K-12 (3-8) MATH |                                  |               |             |             | Gr 7/8 ALDs |
| Attivo      | Barbara    | Kansas         | K-12 (3-8) MATH |                                  |               |             | Gr 5/6 ALDs |             |
| Birnie      | Rhonda     | Idaho          | K-12 (3-8) MATH |                                  |               | Gr 3/4 ALDs |             |             |
| Buck        | Judy       | New Hampshire  | K-12 (3-8) MATH |                                  |               |             | Gr 5/6 ALDs |             |
| Clark       | Forrest    | Washington     | K-12 (3-8) MATH |                                  |               |             |             | Gr 7/8 ALDs |
| Reid        | Christina  | South Carolina | K-12 (3-8) MATH | General Policy/College Readiness | Gr 11 ALDs    | Gr 3/4 ALDs |             |             |
| Schmidt     | Angela     | Wisconsin      | K-12 (3-8) MATH |                                  |               |             |             | Gr 7/8 ALDs |
| Srock       | Marianne   | Michigan       | K-12 (3-8) MATH | General Policy/College Readiness | Gr 11 ALDs    |             | Gr 5/6 ALDs |             |
| Weber-Salgo | Amy        | Nevada         | K-12 (3-8) MATH |                                  |               | Gr 3/4 ALDs |             |             |

| Last Name    | First Name  | State          | AFFILIATION  | General Policy/College Readiness | Gr 11 ALDs | Gr 3/4 ALDs | Gr 5/6 ALDs | Gr 7/8 ALDs |
|--------------|-------------|----------------|--------------|----------------------------------|------------|-------------|-------------|-------------|
| Ciganek      | Pam         | Michigan       | K-12 HS ELA  |                                  | Gr 11 ALDs |             |             |             |
| Howard       | Jenny       | South Carolina | K-12 HS ELA  |                                  | Gr 11 ALDs |             |             |             |
| Naungayan    | Shellie Bee | Hawaii         | K-12 HS ELA  |                                  | Gr 11 ALDs |             |             |             |
| Vesely       | Shannon     | Iowa           | K-12 HS ELA  | General Policy/College Readiness | Gr 11 ALDs |             |             |             |
| Wounded Head | Meghan      | South Dakota   | K-12 HS ELA  | General Policy/College Readiness | Gr 11 ALDs |             |             | Gr 7/8 ALDs |
| Wyborney     | Hank        | Washington     | K-12 HS ELA  |                                  | Gr 11 ALDs |             |             |             |
|              |             |                |              |                                  |            |             |             |             |
| Adams        | Lori        | California     | K-12 HS MATH |                                  | Gr 11 ALDs |             |             |             |
| Bara         | Cliff       | Montana        | K-12 HS MATH | General Policy/College Readiness | Gr 11 ALDs |             |             |             |
| Buckner      | Stefanie    | North Carolina | K-12 HS MATH |                                  | Gr 11 ALDs |             |             |             |
| Goddard      | Trish       | Missouri       | K-12 HS MATH | General Policy/College Readiness | Gr 11 ALDs |             |             | Gr 7/8 ALDs |
| Lewis        | Yannabah    | Hawaii         | K-12 HS MATH |                                  | Gr 11 ALDs |             |             |             |
| Nawrocki     | Julie       | Idaho          | K-12 HS MATH |                                  | Gr 11 ALDs |             |             |             |



## Appendix IV. Original Design for ALD Writing Workshop

## Background

A workshop will be held to develop achievement level descriptors (ALDs) for the Smarter Balanced Assessment Consortium assessments for English Language Arts/literacy (ELA/literacy) and mathematics in grades 3–8 and 11. The five-day workshop will convene participants from across the United States to develop documents that summarize the knowledge, skills, and abilities expected of students in each achievement level as part of the Smarter Balanced assessment system.

This document describes the process that will be used to draft, edit, and present for approval the ALDs for the Smarter Balanced assessments. Table 1 shows a draft overview of the workshop schedule, which is followed by details about the activities for each day.

**Table 1. Draft overview of the daily agenda for the Smarter Balanced ALD Workshop**

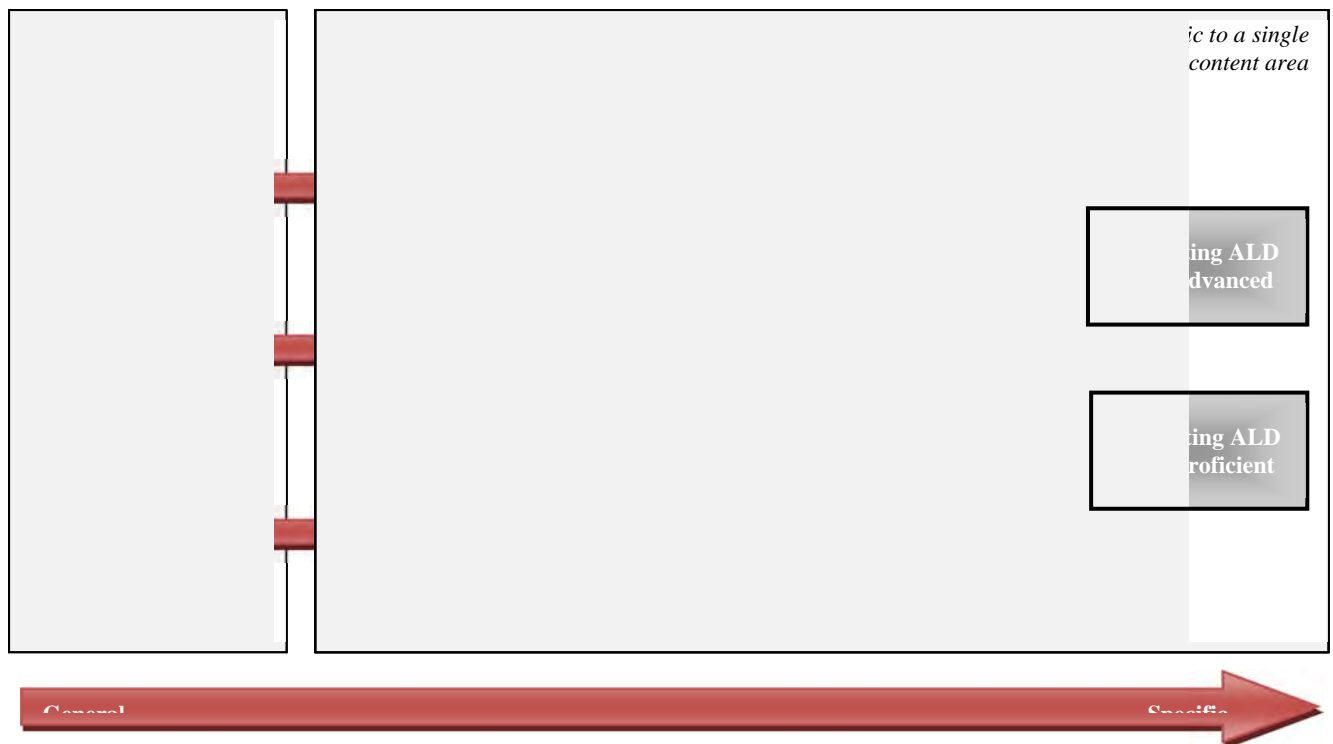
| Day         | Activity   |
|-------------|--|
| Mon. 8/20   | Meta-committee creates general policy ALDs         |
| Tues. 8/21  | Grade 11 committee creates range and target ALDs   |
| Wed. 8/22   |  |
| Thurs. 8/23 | Grades 3–8 committees create range and target ALDs |
| Fri. 8/24   |  |

## Types of ALDs

In current psychometric practice, ALDs have four interrelated uses, including policy guidance, standard setting guidance, test and item development, and score interpretation (Egan, Schneider, & Ferrara, 2012). While interrelated, each of these uses intersects with ALDs in different ways. For example, item writers will need ALDs that have knowledge, skills, and abilities (KSAs) disaggregated by cluster and strand of the content standards in order to guide their task, while a parent may want a summative description of the KSAs possessed by his or her child. The ALD development framework comprises four linked, interrelated ALDs that are directly related to the uses explicated above. Figure 1 illustrates the four interrelated ALDs, also described here.

The framework includes:

1. *Policy ALDs* that are general descriptors that name the performance levels that will be used on the assessment and articulate the goals and rigor for the final performance standards. These descriptors set the tone for and are embedded within subsequent descriptors.
2. *Range ALDs* that are grade- and content-specific ALDs that may be used by test developers to identify which aspects of items align to a particular performance level in regard to the cognitive and content rigor that has been defined.
3. *Target ALDs* that are created in conjunction with or following the Range ALDs and are used to guide the standard setting. They use only the information from the Range ALD that defines the minimum performance required to be considered as meeting the performance level expectation.
4. *Reporting ALDs* are the final ALDs that are developed following the standard setting once cut scores are finalized. They define the appropriate intended interpretations regarding what a test score means, because they are developed to be consistent with the scores and reporting information to be produced by summative computer adaptive and performance tasks that Smarter Balanced will implement.



This system of four linked and interrelated ALDs explicates the construct being measured and supports the intended test score interpretations in regard to that construct. In other words, the framework supports an evidence-centered design approach. Although the framework presents ALDs as four interrelated types of descriptors, they also can be conceptualized as the evolution that a ALD must undergo from its inception to completion because the ALD development process is iterative (Plake, Huff, & Reshetar, 2010). These ALDs define the construct that is being measured and

describe what students should know and be able to do in relation to the construct student achievement relative to the common core standards.

## Configuration of the Workshop Committee

The Smarter Balanced ALD Workshop will gather participants from across the United States to develop ALDs. The participants will be recruited and selected by CTB in conjunction with Smarter Balanced. Within the committee, participants will be divided into four grade bands, each focusing on one or two different grades:

- Grades 3 and 4
- Grades 5 and 6
- Grades 7 and 8
- Grade 11

The following groups will be represented at the workshop:

- Grade-level experts from governing states
- Content experts from governing states
- Content experts in the Common Core State Standards
- Higher education

One participant from each grade band will be selected prior to the workshop to also participate in the meta-committee. The meta-committee will meet on the first day of the workshop to work to develop general policy ALDs. **Error! Reference source not found.** shows the division of workshop members into the two component groups: meta-committee members and general committee members.

**Table 2. Meta-committee membership as a subset of ALD Workshop participants, per content area**

| Role                        | Grade |   |   |   |   |   |    |
|-----------------------------|-------|---|---|---|---|---|----|
|                             | 3     | 4 | 5 | 6 | 7 | 8 | 11 |
| Meta-committee members      | 1     |   | 1 |   | 1 |   | 1  |
| General committee members   | 3     |   | 3 |   | 4 |   | 3  |
| <i>Total by grade band*</i> | 4     |   | 4 |   | 5 |   | 4  |

\*Numbers are from the CTB Proposal and are being re-evaluated by CTB and Smarter Balanced

## Before the Workshop

Prior to the workshop, a packet of materials will be sent to participants. The contents of the packet will be determined by CTB in close collaboration with Smarter Balanced. CTB proposes that this packet include the following information.

- The workshop agenda
- Samples of general policy ALDs (for members of the meta-committee)
- Samples of range and target ALDs
- CCSS for the appropriate content area
- Smarter Balanced content specifications for the appropriate content area

CTB will assemble and send this packet of materials to participants as soon as practicable after participants have been selected for the workshop. Participants will be asked to engage in 5–7 hours of study of the materials of the packet prior to the workshop.

## Workshop Facilitation

The Smarter Balanced ALD Writing Workshop will be facilitated by CTB in partnership with the College Board. **Error! Reference source not found.** shows the names and affiliations of the five facilitators for the Smarter Balanced ALD Workshop, including the specific groups with which each facilitator will work. Dr. Karla Egan, CTB Research Manager, will serve as lead facilitator for the workshop, and will work as a link of communication between CTB, the College Board, and Smarter Balanced throughout the workshop.

**Table 3. Draft overview of the daily agenda for the Smarter Balanced ALD Workshop**

| Facilitator          | Affiliation     | Role                                     |
|----------------------|-----------------|--|
| Dr. Karla Egan       | CTB/McGraw-Hill | Lead facilitator and workshop supervisor |
| Ms. Gretchen Schultz | CTB/McGraw-Hill | Grades 3–8 ELA/literacy facilitator      |
| Ms. Chryl Light      | CTB/McGraw-Hill | Grades 3–8 mathematics facilitator       |
| Dr. Pamela Kaliski   | College Board   | Grade 11 ELA/literacy facilitator        |
| Dr. Andrew Wiley     | College Board   | Grade 11 mathematics facilitator         |

## Day-by-Day Workshop Activities

The Smarter Balanced ALD Writing Workshop will comprise five days of training, discussion, ALD writing, and editing. The activities to be performed during the workshop are presented here.

### Day 1: Meta-Committee Meeting to Develop General Policy ALDs

Smarter Balanced should set the tone for the workshop by describing their expectations for the type of ALDs that they anticipate from the process. We recommend that Smarter Balanced outline the review process that the ALDs will undergo after the workshop and the role of the participants' recommendations in this process. Smarter Balanced staff should be available to answer policy-related questions during the workshop.

**Opening Session.** The day will begin with all meta-committee members meeting for an opening session where panelists will receive an overview of the purposes and uses of ALDs, their specific activities for the day, and training on the materials that they will use. During training, CTB will provide guidance to participants on using plain language that can be understood by a lay audience.

**Round 1 Activities.** Meta-committee panelists from both content areas will jointly participate in the first round of activities. This round will begin by studying the overall Smarter Balanced claims for both content areas, the Grade 11 policy ALDs that will be developed prior to the workshop, and Smarter Balanced's definition of college readiness. In addition, CTB and College Board will provide exemplars of general policy ALDs that have been used by other organizations. Prior to the meeting, CTB will work with Smarter Balanced to identify particular organizations or states with general policy ALDs that fit with the guidance Smarter Balanced wants to provide panelists.

Participants will discuss the progression of how students in each achievement level demonstrate readiness for college and career in grade 11, followed by a similar discussion for grades 3 through 8. One of the keys to this activity will be for panelists to create defining phrases for each achievement level. The defining phrase is the "intended or take-away message in the definitions" of each achievement level (Egan, Schneider, & Ferrara, 2012, p. 86).

To facilitate this discussion, CTB and College Board will create a list of defining phrases that others have used to distinguish among the achievement levels. For example, "satisfactory" or "solid performance" are defining phrases that have been used to define the general performance in the proficient achievement level in some states (Egan, Schneider, & Ferrara, 2012). This list will provide the panelists with a starting point as they attempt to parse out how students in Levels 1, 2, 3, and 4 are progressing against the overall claims.

Once panelists have created a general policy descriptor for the overall claims, they will complete a short evaluation. The evaluations will be explained at the end of this section.

**Round 2 Activities.** Following the break, all meta-committee panelists will study, discuss, and revise the Round 1 general policy ALDs. They will also discuss the defining phrases that differentiate achievement levels. The panelists will create a list of the important defining phrases, and these will be used to guide the Round 3 and 4 activities. Once panelists indicate that their work is complete, they will be asked to complete an evaluation.

**Round 3 Activities.** Unlike the Rounds 1 and 2 activities where meta-committee panelists worked as a single group, panelists will be divided by content area for the Rounds 3 and 4 activities. In Round 3, panelists will study and discuss the content-specific Smarter Balanced claims. Using the defining phrases from Round 2, they will scaffold the content-specific claims into achievement levels. Following this work, they will complete an evaluation of the Round 3 activities.

**Round 4 Activities.** In Round 4, panelists will share their Round 3 work with the meta-committee for the other content area. This will be done to assure consistency between the content areas. Following this discussion, panelists can revise their Round 3 general policy descriptors. At the end of this round, panelists will compile the overall general policy ALDs and the content-specific general policy ALDs into a single general policy ALD that will be used to guide the development of the grade-specific ALDs. An evaluation will be completed at the end of the day.

**Day 2: Grade 11 Committee Meets to Consider High School ALDs, Round 1**

The grade 11 committee members for both content areas will convene on Days 2 and 3 of the workshop. The meta-committee members from the other grade-spans will participate in the grade 11 activities.

**Opening Session.** The day will begin with all grade 11 committee members meeting for an opening session where panelists will receive an overview of the purpose of ALDs, their specific activities for the day, and training on the materials that they will use. During training, CTB will provide guidance to panelists on using plain language that can be understood by a lay audience. Upon completion of the opening session, panelists will split into their respective content areas.

**Round 1.** Panelists will begin Round 1 by studying and discussing the general policy ALDs that were created by the meta-committee. The majority of the day will be spent discussing and parsing the CCSS in the achievement levels or parsing the summative assessment targets from each claim of the content specifications into achievement level.

To do so, participants will first study the general policy ALDs, as developed by the meta-committee. This will allow participants to understand fully the claims that will be made using the assessments. During the workshop, participants will operationalize the intent expressed in the general policy ALDs.

Next, participants will analyze the knowledge, skills, and abilities (KSAs) found in the CCSS. To do so, participants will examine the CCSS by cluster and will annotate the standards with codes that link specific elements with achievement levels. For example, in a mathematics cluster, the CCSS may state that students must “compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities....” Participants may specify that the element “ratios of fractions” could be mastered by a student who was just barely proficient, but that students who could compute “ratios of lengths [and] areas” would be clearly beyond the point-of-entry for the proficient level. Participants will use their understanding of the general policy ALDs to guide their judgments.

Figure 2 illustrates the parsing activity to occur during Round 1. In the figure, two performance levels are considered: *Basic* and *Proficient*.

|            |   |   |
|------------|---|---|
| <b>KEY</b> | <i>P-:</i> Skills of the student just entering proficiency<br><i>P:</i> Skills of the average Proficient student<br><i>P+:</i> Skills of the high-performing Proficient student | <i>B-:</i> Just entering Basic<br><i>B:</i> Average Basic<br><i>B+:</i> High-performing Basic |
|------------|---|---|

**Ratios and Proportional Relationships**

Analyze proportional relationships and use them to solve real-world and mathematical problems. P+

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. P

For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour. P+

2. Recognize and represent proportional relationships between quantities. B+

a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. B-

Skills represented by *P-* are compiled for the Target Proficient PLD. The Target Proficient student is assumed to possess the KSAs assigned to the Basic category.

Once panelists have discussed and parsed the CCSS, they will compile the KSAs into achievement levels.

### Day 3: Grade 11 Group Meets to Consider High School ALDs, Round 2

**Round 2.** Panelists will study and discuss the CAT and cluster emphases in grade 11 to assure that there is continuity between the grade 11 Range and Target ALDs and intended emphases of the clusters. Following this discussion, panelists will edit their Round 1 descriptors. The panelists will spend time making the ALDs usable for the grades 3 through 8 committees that will meet on Days 4 and 5 of the workshop.



**Day 4: Grades 3–4, 5–6, and 7–8 Grade Groups Meet to Consider ALDs, Round 1**

The grade 3 through 8 committee members for both content areas will convene on Days 4 and 5 of the workshop. The meta-committee members from the grade 11 group will participate in these activities.

As mentioned above, grade 11 ALDs will be written prior to the grades 3 through 8 ALDs so that the grade 3–8 panelists can work backward from grade 11. This will help assure that the scope and sequence of KSAs makes sense as students move from grade 3 to grade 11.

The activities of the grades 3 through 8 committees will look much like those of the grade 11 committee, except that panelists will study the grade 11 range and target ALDs.

**Round 1.** Panelists will begin Round 1 by studying and discussing the general policy ALDs that were created by the meta-committee. In addition, they will study the grade 11 range and target ALDs. The meta-committee members from grade 11 will float between the grade-span groups to answer questions about the grade 11 range and target ALDs, and they will help the other grade-span groups as they attempt to parse the CCSS. As with the grade 11 group, the majority of the day will be spent discussing and parsing the CCSS in the achievement levels as described above and parsing the summative assessment targets from each claim of the content specifications into achievement level.

Once panelists have discussed and parsed the CCSS and summative assessment targets from each claim of the content specifications, they will compile the KSAs into achievement levels.

**Day 5: Grades 3–4, 5–6, and 7–8 Grade Groups Meet to Consider ALDs: 3 Rounds and Meta-Committee**

**Round 2.** Panelists will begin by engaging in a cross-grade discussion. To facilitate this, two members from the grade 4–5 span will work with the grade 3–4 span and the other two members will work with the grade 7–8 span. The meta-committee members from each grade span will float among groups to assist with the cross-grade articulation of standards. Following the cross-grade discussions, panelists will revise their Round 1 range and target ALDs.

**Round 3.** Panelists will study and discuss the CAT and cluster emphases in their respective grade levels to assure that there is continuity between the range and target ALDs and intended emphases of the clusters. Following this discussion, panelists will edit their Round 2 descriptors. Again, the meta-committee members will float among the groups to assist with the cross-grade articulation.

**Meta-Committee.** At the end of the workshop, the meta-committee for each content area will examine the range and target ALDs to assure that there is a logical progression of KSAs across grade levels. They will pay particular attention to the scope and sequence of the ALDs to assure that the learning gains are achievable through reasonable instruction during the school year.

*Evaluations*

Workshop evaluations will be collected at the end of the workshop and at key phases of the workshop process to gauge participant understanding and reaction to elements of the ALD-writing process. Panelist evaluations are an important piece of the evidency of procedural validity. As such, the panelist evaluation is one more piece of the workshop design that must be carefully considered before the workshop begins.

CTB will administer panelist evaluations after all key activities. Evaluations will be administered:

- after the opening session;
- immediately after Round 1, 2, and 3 judgments; and

- after the presentation of final recommendations.

The evaluations and responses to the evaluations will comprise an important element of the final technical documentation for the project.

### Editing the ALDs

Our experience with ALD development is that panelists are very successful in creating a rough draft; however, panelists find the editing and style task burdensome when working in a small group. Thus, we recommend that the content experts at CTB and College Board assist with editing the general policy, range, and target ALDs so that they are concise yet detailed enough to support item and task development, test design, and standard setting. CTB and College Board experts will also be able to edit the rough drafts so that they are in plain language that is easily understood by non-technical stakeholders, such as parents and policy makers. In addition, CTB and College Board experts will work to assure consistency of style, language, and content across ALDs.

### Eliciting and Incorporating Feedback

Once the draft initial ALDs are completed, CTB will manage the process of gathering stakeholders' feedback through several rounds of review and revision. CTB will work closely with Smarter Balanced to identify appropriate candidates for the review panels. These reviewers will be recruited along roughly the same timelines as participants for the ALD Writing Workshop.

CTB will use a series of webinars and questionnaires to gather information from the various review panels. The reviewer groups will comprise volunteers who will participate in a live webinar session, followed by the completion of an online review questionnaire. Each one-hour live webinar will present the information presented here.

- Introduction to the development of the ALDs
- Brief description of the methodology used by the ALD Writing committee
- Overview of the organization of the ALD document(s)
- Guidelines for review and instructions for completing the online survey

Throughout the feedback and review cycles described above, CTB will work with the Smarter leadership to identify other appropriate stakeholder groups from which to elicit feedback.

### Gathering Evidence of Validity

ALDs are meant to define the intended inferences and measured constructs about students, based on test scores. As such they are one of the ultimate products of an assessment program (Ferrara & DeMauro, 2006). Smarter Balanced desires ALDs for three main uses, including (a) item and test development, (b) standard setting guidance, and (c) score interpretation. CTB proposes efforts to gather evidence of validity for the ALDs in each of these three areas. These efforts are described here.

#### Item and Test Development

Range ALDs specifically denote the expected observable knowledge and skill development across performance levels. Clearly articulating the development of specific skills across achievement levels is what "sets the stage" for measuring student growth and makes ALDs consistent with reasonable learning gains. When finite skill development is not explicated in such a way, item writers may not write items targeting each stage of the skill progression, which diminishes the assessment's instructional sensitivity. Bejar, Braun & Tennenbaum (2007) describe this process as developing a

matrix in which the differences in expectation for a specific learning target are defined for each achievement level. Because Smarter Balanced plans to implement a computer adaptive test, it will be able to make full use of such an approach.

One method to provide confirming evidence of the utility of the grade 11 ALDs is to examine the extent to which the KSAs of the grade 11 ALDs are consistent with the descriptions of what students know and can do are associated with score ranges on the SAT and PSAT/NMSQT. College Board has already undertaken a scale anchoring procedure, so this information is readily available.

In addition, we will ask multiple sources to evaluate the usefulness of the range ALDs for item writing. This evaluation can be conducted during the evaluation cycle that includes feedback from the sources shown here.

1. Contractors for Item/Task Specifications (#04),
2. Item/Task Writing/Review—Pilot (#14),
3. Test Design and CAT Specifications (#09),
4. Accessibility and Accommodations Policy Guidelines (#06),
5. Psychometric Services (#05) and Report Development (#15).
6. Item Development, Test Design, Performance Task, Accessibility and Accommodations, and Validation and Psychometrics Work Groups (including Lead Psychometrician and EC Liaison).

The evaluation will be administered using an online survey tool. The evaluation will ask several questions where panelists can respond on an agree/disagree continuum regarding the utility of the range ALDs for item writing. If possible, the evaluation will present test items and ask respondents to place those items into the appropriate range ALD. High degrees of agreement between the respondents regarding the range ALD placement of the item would be an indication of the utility of the range ALDs.

### Standard Setting Guidance

Because target ALDs will specify Smarter Balanced's expectations for students at the threshold of the achievement level, they define both the state's policy and content-based expectations (that is, what it means to be Proficient). Bourque (2000) asserted that the "most important function" of the ALD "is to provide a mental framework or structure for standard setting panelists (p. 8)." In short, target ALDs are the heart of the standard setting process.

Researchers (Hurtz & Auerbach, 2003; Giraud, Impara, & Plake, 2005; Impara, Giraud, & Plake, 2000) found when panelists used ALDs to guide their judgments, the variability of panelists ratings decreased. In a meta-analysis of 113 groups of judges, Hurtz and Auerbach (2005) concluded that "...judges tend to reach a relatively higher degree of consensus, and they tend to reach this consensus at a higher cutoff score" (p. 595) when they focus on a common ALD.

In order for target ALDs to be useful for standard setting participants, they need to define expectations for students located at the cut score, and participants who develop them should be able to clearly articulate this purpose. In order to be useful, target ALDs also have to represent the expectations from the Smarter Balanced's Consortium State Members. To that end, CTB will collect evaluations of the usefulness of the target ALDs for standard setting by collecting feedback from the sources shown here.

1. Draft 1 committee members
2. Smarter Balanced Executive Committee
3. Smarter Balanced higher education state membership
4. Smarter Balanced TAC
5. Smarter Balanced K–12 state membership
6. Smarter Balanced Executive Committee

## 7. Lead Psychometrician and Executive Committee liaison

The evaluation will be administered using an online survey tool. The evaluation will ask several questions where panelists can respond on an agree/disagree continuum regarding the utility of the target ALDs for standard setting. If possible, the evaluation will present vignettes of students and ask respondents to place those students according to the target ALD. High degrees of agreement between the respondents regarding the target ALD placement of the vignettes would be an indication of the utility of the target ALDs.

### Score Interpretation

Once final cut scores have been recommended, it is necessary to review the target ALDs based on the KSAs students demonstrated on the test given the final cut scores. Target ALDs reflect expectations for what students in each achievement level should be able to do, and once cut scores are set, the original target student descriptors may no longer represent what students actually can do based upon evidence from the test items.

Given that Smarter Balanced is interested in benchmarking its standards to other national and international assessments, this area requires particular attention. Given that the final ALDs are noted by the RFP as being handled in a separate standard setting contract, CTB at this time is planning not to collect usefulness evaluations for this intended ALD purpose. Should Smarter Balanced desire CTB to do so *a priori*, we will address the evaluation for this context while collecting data on the other two uses.

### Technical Report

The ALD Writing process will conclude with the development of a comprehensive technical report. CTB will author this report to summarize the processes used to develop the Smarter Balanced ALDs, elicit and incorporate feedback, and gather validity evidence.

Soon after the ALD Writing Workshop, CTB will submit a draft Table of Contents of this report to the Smarter Balanced for review. CTB will use the approved Table of Contents to develop this report. The report will be submitted to Smarter Balanced in electronic form (i.e., PDF) soon after the final ALDs.

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## Appendix V. Example of Abbreviated Content Specifications



## Abbreviated Content Specifications

The Smarter Balanced Assessment Consortium is developing a comprehensive assessment system for mathematics and English language arts/literacy that is aligned to the Common Core State Standards (CCSS), with the goal of preparing all students for success in college and the workforce. Developed in partnership with member states, leading researchers, content experts, and the authors of the Common Core, content specifications are intended to ensure that the assessment system accurately measures the full range of the standards. We have created abbreviated versions of the content specifications for you to study prior to the ALD-Writing Workshop. If you would like to read the full content specifications, please download the full version from <http://www.smarterbalanced.org/smarter-balanced-assessments/>

The purpose of the Smarter Balanced content specifications is to provide clear and rigorous focused assessment targets, which will be used to translate the grade-level CCSS into content frameworks along a learning continuum, from which specifications for items and tasks and test blueprints will be established. In the abbreviated content specifications, you will find the major claims associated with each content area, the Assessment Targets, and the CCSS that are to be measured within each Assessment Target.

The claims are the broad statements of the assessment system's learning outcomes, each of which requires evidence that articulates the types of data/observations that will support interpretations of competence towards achievement of the claims. The purpose of the Assessment Target is to provide detail about the range of content and Depth of Knowledge levels.

Table 1 shows the major claims for your content area. Notice that there are overall claims that are associated with the entire assessment and four separate domain claims, which each address a sub-component of the overall assessment.

**Table 1. Four Major Claims for SMARTER Balanced Assessment Consortium Assessments of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

|                              |  |
|------------------------------|--|
| Overall Claim for Grades 3-8 | Students can demonstrate progress toward college and career readiness in English language arts and literacy.               |
| Overall Claim for Grade 11   | Students can demonstrate college and career readiness in English language arts and literacy.                               |
|                              |  |
| Claim #1                     | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Claim #2                     | Students can produce effective and well-grounded writing for a range of purposes and audiences.                            |
| Claim #3                     | Students can employ effective speaking and listening skills for a range of purposes and audiences.                         |
| Claim #4                     | Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.         |

Table 2 provides guidance on how to interpret the abbreviated content specifications for your content area. Note that you are being sent abbreviated content specifications for the grade levels on which you will work.

Table 2. Example of Abbreviated Content Specification

| Grade 3-5 Summative Assessment Targets, Claim #2   |  |
|--|--|
| <p><b>ELA/Literacy Claim # 2</b></p> <p><b>Students can produce effective writing for a range of purpose and audiences.</b></p> <p>35% of the assessment evidence will come from composing, revising, or editing narrative writing</p> <p>35% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources</p> <p>30% of the assessment evidence will come from composing, revising, or editing opinions on texts or topics based on evidence from given texts</p> <p>Each year, students will be assessed using <u>at least</u> one extended performance task assessing one of the assessment targets: #2, #4 (and #5), or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items as described and reported under Claim #4 (Research).</p> |  |
| Grade 3  | Grade 4  |
| <p><b>1. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)</p> <p><b>Standards: W-3a, W-3b, W-3c, W-3d</b> (DOK 2)</p> <p><b>W-3</b></p> <p>a. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p>  | <p><b>1. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)</p> <p><b>Standards: W-3a, W-3b, W-3c, W-3d</b> (DOK 2)</p> <p><b>W-3</b></p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> |

Grade Level

Claim

Assessment Target

CCSS

Underlined portion represents part of CCSS that will be assessed



| Grade 3-5 Summative Assessment Targets, Claim #1   |  | Grades 6–8 Summative Assessment Targets, Claim #1   |  |
|--|--|---|--|
| <b>ELA/Literacy Claim #1</b><br>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  | <b>ELA/Literacy Claim #1</b><br>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  |
| Grade 5  |  | Grade 6   |  |
| Literary Texts   |  | Literary Texts  |  |
| 50% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays, myths, or legends.   |  | 45% of text-related items will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction.   |  |
| To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets (#1–#4) below.  |  | To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets (#1–#4).   |  |
| Underlined content (from related CCS standards) shows what each assessment target could assess.  |  | Underlined content (from related CC standards) shows what each assessment target could assess.  |  |
| <b>SUPPORTING EVIDENCE:</b> Cite specific textual evidence to support conclusions drawn from the text(s)<br><b>Standards: RL-1</b><br>(RL-1 is a component of each of the seven targets listed below.)<br><u>RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>  |  | <b>SUPPORTING EVIDENCE:</b> Cite specific textual evidence to support conclusions drawn from the text(s)<br><b>Standards: RL-1</b><br>(RL-1 is a component of each of the seven targets listed below.)<br><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>   |  |
| <b>1. KEY DETAILS:</b> Identify explicit details and implicit information from the text to support answers or inferences about information provided by the item<br><b>Standards: RL-1, RL-3</b><br>(DOK 1, when information is explicit, DOK 2 when answer requires an inference, DOK 3 when the response requires generalizing from details across the text) Selecting an answer is seldom a level 3.)<br><u>RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u><br><u>RL-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u> |  | <b>1. KEY DETAILS:</b> Identify explicit details and implicit information from the text to support inferences or analyses of the information provided by the item<br><b>Standards: RL-1, RL-3</b><br>(DOK 2)<br><u>RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u><br><u>RL-3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u> |  |
| <b>2. CENTRAL IDEAS:</b> Identify or summarize central ideas/key events<br><b>Standards: RL-2</b><br>(DOK 2 <b>when selected response or straightforward CR, DOK 3 possible when</b>   |  | <b>2. CENTRAL IDEAS:</b> Summarize central ideas/key events<br><b>Standards: RL-2</b><br>(DOK 2)  |  |

| Grade 3-5 Summative Assessment Targets, Claim #1  |  | Grades 6–8 Summative Assessment Targets, Claim #1  |  |
|---|--|--|--|
| ELA/Literacy Claim #1   |  | ELA/Literacy Claim #1  |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  |
| Grade 5   |  | Grade 6  |  |
| Literary Texts  |  | Literary Texts   |  |
| <p><b>explaining or determining central message, etc with CR. ))</b></p> <p><b>RL-2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; <u>summarize the text</u>.</p>  |  | <p><b>RL-2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; <u>provide a summary of the text</u> distinct from personal opinions or judgments.</p>   |  |
| <p><b>3. WORD MEANINGS:</b> Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)</p> <p><b>Standards: RL-4; L-4, L-5c</b></p> <p>(DOK 1, DOK 2)</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>as a clue to the meaning of a word or phrase</u>.</p> <p>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine</u> or clarify the <u>precise meaning of key words and phrases</u>.</p> <p><b>L-5c</b> <u>Use the relationship between particular words</u> (e.g., synonyms, antonyms, homographs) <u>to better understand each of the words</u>.</p> |  | <p><b>3. WORD MEANINGS:</b> Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines</p> <p><b>Standards: RL-4; L-4, L-5b, L-5c, L-6</b></p> <p>(DOK 1, DOK 2)</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L-5b</b> <u>Use the relationship between particular words</u> (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words</u>.</p> <p><b>L-5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |  |
| <p><b>4. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view)</p>   |  | <p><b>4. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot)</p>   |  |

| Grade 3-5 Summative Assessment Targets, Claim #1  |  | Grades 6–8 Summative Assessment Targets, Claim #1  |  |
|---|--|--|--|
| ELA/Literacy Claim #1   |  | ELA/Literacy Claim #1  |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  |
| Grade 5   |  | Grade 6  |  |
| Literary Texts  |  | Literary Texts   |  |
| <b>Standards: RL-2, RL-3, RL-6</b><br>(DOK 3) ) Students supply both interpretations and evidence.<br><b>RL-2</b> <u>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u><br><b>RL-3</b> <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u><br><b>RL-6</b> <u>Describe how a narrator’s or speaker’s point of view influences how events are described.</u> |  | <b>Standards: RL-2, RL-3, RL-6</b><br>(DOK 3)<br><b>RL-2</b> <u>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u><br><b>RL-3</b> <u>Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u><br><b>RL-6</b> Explain how an author develops the point of view of the narrator or speaker in a text.  |  |
| Use the specific text (or two texts) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text(s).  |  | (#5, #6, or #7) to be assessed in relation to the text(s).   |  |
| <b>5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across texts, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events)<br><b>Standards: RL-6, RL-9</b><br>(DOK 3, DOK 4 <sup>1</sup> )<br><b>RL-6</b> <u>Describe how a narrator’s or speaker’s point of view influences how events are described.</u><br><b>RL-9</b> <u>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u>   |  | <b>5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze how information is presented within or across texts, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions)<br><b>Standards: RL-6, RL-7<sup>2</sup>, RL-9</b><br>(DOK 3, DOK 4 <sup>3</sup> )<br><b>RL-3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.<br><b>RL-6</b> Explain how an author develops the point of view of the narrator or speaker in a |  |

<sup>1</sup> In many but not all cases, when students *analyze deeply* and draw information from multiple texts for supporting evidence, the DOK level becomes level 4, whereas the same task after reading a single text would be DOK level 3. The length of the text (paragraph versus multi-paragraph) can also determine DOK level, such as comparing information in two full texts or comparing two paragraphs excerpted from longer texts.

<sup>2</sup> At grades 6–8, standard 7 (Reading Literary Text and Reading Informational texts) compares written text to listening or viewing the same text; therefore assessment of this standard could be combined with listening/viewing items.

<sup>3</sup> In many but not all cases, when students *analyze deeply* and draw information from multiple texts for supporting evidence, the DOK level becomes level 4, whereas the same task after reading a single text would be DOK level 3. The length of the text (paragraph versus multi-paragraph) can also determine DOK level, such as comparing information in two full texts or comparing two paragraphs excerpted from longer texts.

| Grade 3-5 Summative Assessment Targets, Claim #1  |  | Grades 6–8 Summative Assessment Targets, Claim #1   |  |
|---|--|---|--|
| ELA/Literacy Claim #1   |  | ELA/Literacy Claim #1   |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  |
| Grade 5   |  | Grade 6   |  |
| Literary Texts  |  | Literary Texts  |  |
|   |  | <p>text.</p> <p><b>RL-9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>   |  |
| <p><b>6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation</p> <p><b>Standards: RL-5, RL-7</b></p> <p>(DOK 2, DOK 3)</p> <p><b>RL-5</b> <u>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u></p> <p><b>RL-7</b> <u>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</u></p>   |  | <p><b>6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation</p> <p><b>Standards: RL-5, RL-7</b></p> <p>(DOK 2, DOK 4)</p> <p><b>RL-5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><b>RL-7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>   |  |
| <p><b>7. LANGUAGE USE:</b> Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context</p> <p><b>Standards: RL-4; L-5, L-5a, L-5b</b></p> <p>(DOK 2, DOK 3)</p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u></p> <p><b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><b>L-5a</b> <u>Interpret figurative language, including similes and metaphors, in context.</u></p> <p><b>L-5b</b> <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> |  | <p><b>7. LANGUAGE USE:</b> Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation</p> <p><b>Standards: RL-4; L-5, L-5a, L-5c</b></p> <p>(DOK 2, DOK 3)</p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</u></p> <p><b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><b>L-5a</b> <u>Interpret figures of speech (e.g., personification) in context.</u></p> <p><b>L-5c</b> <u>Distinguish among the connotations (associations) of words with similar</u></p> |  |

| Grade 3-5 Summative Assessment Targets, Claim #1  | Grades 6–8 Summative Assessment Targets, Claim #1   |
|---|---|
| <p><b>ELA/Literacy Claim #1</b></p> <p>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> | <p><b>ELA/Literacy Claim #1</b></p> <p>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> |
| Grade 5   | Grade 6   |
| Literary Texts  | Literary Texts  |
|   | <u>denotations</u> (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).   |

| Grade 3-5 Summative Assessment Targets, Claim #1   | Grades 6–8 Summative Assessment Targets, Claim #1  |
|--|--|
| <p><b>ELA/Literacy Claim #1</b></p> <p>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>  | <p><b>ELA/Literacy Claim #1</b></p> <p>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>  |
| Grade 5  | Grade 6  |
| Informational Texts  | Informational Texts  |
| 50% of text-related assessment evidence will come from reading informational texts, and may include science, social studies, and technical texts/topics.   | 55% of text-related items will come from reading informational texts, and may include biographies, and science, social studies, and technical texts/topics.  |
| To the degree possible, all <u>informational passages</u> will include at least one item assessing each of the 4 assessment targets (#8–#11) below.  | To the degree possible, all <u>informational passages</u> will include at least one item assessing each of the 4 assessment targets (#8–#11) below.  |
| <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.  | <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.  |
| <p><b>8. SUPPORTING EVIDENCE:</b> Cite specific textual evidence to support conclusions drawn from the text(s) and provided to them.</p> <p><b>Standards: RI-1</b></p> <p>(RI-1 is a component of each of the seven targets listed below.)</p> <p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> | <p><b>SUPPORTING EVIDENCE:</b> Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p><b>Standards: RI-1, RH-1, RST-1</b></p> <p>(RI-1 is a component of each of the seven targets listed below.)</p> <p><b>RI-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RH-1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RST-1</b> Cite specific textual evidence to support analysis of science and technical</p> |

| Grade 3-5 Summative Assessment Targets, Claim #1   |  | Grades 6–8 Summative Assessment Targets, Claim #1  |  |
|--|--|--|--|
| ELA/Literacy Claim #1  |  | ELA/Literacy Claim #1  |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  |
| Grade 5  |  | Grade 6  |  |
| Informational Texts  |  | Informational Texts  |  |
|  |  | texts.   |  |
| <p><b>8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support answers or inferences about information presented</p> <p><b>Standards:</b> RI-1, RI-3, RI-7<sup>4</sup></p> <p>(DOK 1, DOK 2) Usually DOK 1 if drag and drop and/or if the inference is supplied.</p> <p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-3</b> <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u></p> <p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> |  | <p><b>8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support inferences or analyses of the information presented</p> <p><b>Standards:</b> RI-1, RH-1, RST-1, RI-3, RH-3</p> <p>(DOK 2)</p> <p><b>RI-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RH-1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p><b>RST-1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p><b>RH-3</b> <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u></p> <p><b>RI-3</b> <u>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u></p> <p><b>RH-3</b> <u>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</u></p> |  |
| <p><b>9. CENTRAL IDEAS:</b> Summarize central ideas, key events, procedures, or topics and subtopics</p> <p><b>Standards:</b> RI-2</p> <p>(DOK 2)</p> <p><b>RI-2</b> <u>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u></p>  |  | <p><b>9. CENTRAL IDEAS:</b> Summarize central ideas, key events, procedures, or topics and subtopics</p> <p><b>Standards:</b> RI-2, RH-2, RST-2</p> <p>(DOK 2)</p> <p><b>RI-2</b> <u>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u></p> <p><b>RH-2</b> <u>Determine the central ideas or information of a primary or secondary source;</u></p>  |  |

<sup>4</sup> While standard 7 requires “multiple print or digital sources,” students are only locating answers to questions *quickly*; therefore the DOK level would only be DOK 1 or DOK 2.



| Grade 3-5 Summative Assessment Targets, Claim #1  |  | Grades 6–8 Summative Assessment Targets, Claim #1  |  |
|---|--|--|--|
| ELA/Literacy Claim #1   |  | ELA/Literacy Claim #1  |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  |
| Grade 5   |  | Grade 6  |  |
| Informational Texts   |  | Informational Texts  |  |
|   |  | <p><u>provide an accurate summary of the source</u> distinct from prior knowledge or opinions.</p> <p><b>RST-2</b> <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.</p>   |  |
| <p><b>10. WORD MEANINGS:</b> Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines</p> <p><b>Standards: RI-4; L-4, L-5c</b></p> <p>(DOK 1, DOK 2)</p> <p><b>RI-4</b> <u>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u></p> <p><b>L-5c</b> <u>Use the relationship between particular words</u> (e.g., synonyms, antonyms, homographs) <u>to better understand each of the words.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</u> (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in</i></p> |  | <p><b>10. WORD MEANINGS:</b> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools)</p> <p><b>Standards: RI-4, RH-4, RST-4; L-4, L-5b, L-5c, L-6</b></p> <p>(DOK 1, DOK 2)</p> <p><b>RI-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p> <p><b>RH-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p><b>RST-4</b> <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., audience, auditory, audible).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u></p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by</p> |  |

| Grade 3-5 Summative Assessment Targets, Claim #1   |  | Grades 6–8 Summative Assessment Targets, Claim #1  |  |
|--|--|--|--|
| ELA/Literacy Claim #1  |  | ELA/Literacy Claim #1  |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  |
| Grade 5  |  | Grade 6  |  |
| Informational Texts  |  | Informational Texts  |  |
| <p><i>addition).</i></p>   |  | <p>checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> <u>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u></p> <p><b>L-5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</u></p>  |  |
| <p><b>11. REASONING &amp; EVALUATION:</b> Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas)</p> <p><b>Standards: RI-3, RI-6, RI-8, RI-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>RI-3</b> <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u></p> <p><b>RI-6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><b>RI-8</b> <u>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u></p> <p><b>RI-9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> |  | <p><b>11. REASONING &amp; EVALUATION:</b> Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; author’s reasoning and evidence)</p> <p><b>Standards: RI-3, RI-6, RH-6, RST-6, RI-8, RH-8, RST-8</b></p> <p>(DOK 3)</p> <p><b>RI-3</b> <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u></p> <p><b>RI-6</b> <u>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p><b>RH-6</b> <u>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</u></p> <p><b>RST-6</b> <u>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</u></p> <p><b>RI-8</b> <u>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p> <p><b>RH-8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p><b>RST-8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> |  |
| <p>Use the specific text (or two texts) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s).</p>   |  | <p>Use the specific text (or two or more texts) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s).</p>   |  |



| Grade 3-5 Summative Assessment Targets, Claim #1  |  | Grades 6–8 Summative Assessment Targets, Claim #1   |  |
|---|--|---|--|
| ELA/Literacy Claim #1   |  | ELA/Literacy Claim #1   |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  |
| Grade 5   |  | Grade 6   |  |
| Informational Texts   |  | Informational Texts   |  |
| <p><b>12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across text (events, people, ideas, topic) or how conflicting information across text reveals author's point of view</p> <p><b>Standards:</b> <u>RI-3</u>, <u>RI-6</u>, <u>RI-9</u></p> <p>(DOK 3, DOK 4)</p> <p><u>RI-3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>RI-6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>RI-9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> |  | <p><b>12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across text (events, people, ideas, topic) or how conflicting information across text reveals author's point of view</p> <p><b>Standards:</b> <u>RI-3</u>, <u>RI-6</u>, <u>RI-9</u></p> <p>(DOK 3, DOK 4)</p> <p><u>RI-3</u> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><u>RI-6</u> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><u>RI-9</u> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>   |  |
| <p><b>13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures to compare or connect information across texts</p> <p><b>Standards:</b> <u>RI-5</u></p> <p>(DOK 2 where short texts are used, DOK 4)</p> <p><u>RI-5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>  |  | <p><b>13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures or genre-specific features to analyze or integrate information</p> <p><b>Standards:</b> <u>RI-5</u>, <u>RH-5</u>, <u>RST-5</u>, <u>RI-7</u></p> <p>(DOK 2, DOK 4)</p> <p><u>RI-5</u> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><u>RH-5</u> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>RST-5</u> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><u>RI-7</u> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> |  |
| <p><b>14. LANGUAGE USE:</b> Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and</p>   |  | <p><b>14. LANGUAGE USE:</b> Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative</p>  |  |

| Grade 3-5 Summative Assessment Targets, Claim #1  |  | Grades 6–8 Summative Assessment Targets, Claim #1  |  |
|---|--|--|--|
| ELA/Literacy Claim #1   |  | ELA/Literacy Claim #1  |  |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |  | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |  |
| Grade 5   |  | Grade 6  |  |
| Informational Texts   |  | Informational Texts  |  |
| phrases used in context<br><b>Standards: L-4, L-5, L-5a, L-5b</b><br>(DOK 2, DOK 3)<br><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</u><br><b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u><br><b>L-5a</b> <u>Interpret figurative language, including similes and metaphors, in context.</u><br><b>L-5b</b> <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u> |  | meanings of words and phrases used in context<br><b>Standards: RI-4; L-5, L-5a, L-5c</b><br>(DOK 2, DOK 3)<br><b>RI-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u><br><b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u><br><b>L-5a</b> <u>Interpret figures of speech (e.g., personification) in context.</u><br><b>L-5c</b> <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</u> |  |

| Grade 3-5 Summative Assessment Targets, Claim #2   |  | Grade 6-8 Summative Assessment Targets, Claim #2   |  |
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| ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   |  | ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   |  |
| Grade 5  |  | Grade 6  |  |
| <p>35% of the assessment evidence will come from composing, revising, or editing narrative writing</p> <p>35% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources</p> <p>30% of the assessment evidence will come from composing, revising, or editing opinions on texts or topics based on evidence from given texts</p>   |  |  |  |
| <p>Each year, students will be assessed using <u>at least</u> one extended performance task assessing (one of the assessment targets: #2, #4 (and #5), or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items as described and reported under Claim #4 (Research).</p>   |  |  |  |
| <p><b>1. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)</p> <p><b>Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b></p> <p>(DOK 2, DOK 3)</p> <p><b>W-3</b></p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence</u> that unfolds naturally.</p> <p>b. <u>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p>c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>d. <u>Use concrete words and phrases and sensory details to convey experiences and</u></p> |  | <p><b>1. WRITE/REVISE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description,) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event)</p> <p><b>Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b></p> <p>(DOK 2, DOK 3)</p> <p><b>W-3</b></p> <p>a. <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters: organize an event sequence</u> that unfolds naturally and logically.</p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory</u></p> |  |

| Grade 3-5 Summative Assessment Targets, Claim #2  |  | Grade 6-8 Summative Assessment Targets, Claim #2  |  |
|---|--|---|--|
| ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.  |  | ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.  |  |
| Grade 5   |  | Grade 6   |  |
| <u>events precisely.</u><br>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u>  |  | <u>language to convey experiences and events.</u><br>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u>   |  |
| <p><b>2. COMPOSE FULL TEXTS:</b> Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, events)</p> <p><b>Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p>c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and</u></p> |  | <p><b>2. COMPOSE FULL TEXTS:</b> Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).</p> <p><b>Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> |  |

| Grade 3-5 Summative Assessment Targets, Claim #2  |  | Grade 6-8 Summative Assessment Targets, Claim #2   |  |
|---|--|--|--|
| ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.  |  | ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   |  |
| Grade 5   |  | Grade 6  |  |
| <p><u>finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>  |  | <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>  |  |
| <p><b>3. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience</p> <p><b>Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9</b></p> <p>(DOK 2, DOK 3)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly and provide a general observation and group related information logically;</u> include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>c. <u>Link ideas within categories of information using words and phrases</u> (e.g., <i>another, for example, also, because</i>).</p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> |  | <p><b>3. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience</p> <p><b>Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f</b></p> <p>(DOK 2, DOK 3)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic; organize ideas, concepts, and information; such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Establish and <u>maintain a formal style.</u></p> |  |

| Grade 3-5 Summative Assessment Targets, Claim #2   | Grade 6-8 Summative Assessment Targets, Claim #2  |
|--|---|
| ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   | ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.  |
| Grade 5  | Grade 6   |
| <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>  | <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>   |
| <p><b>4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion</p> <p><b>Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-3b, W-4, W-5, W-8, W-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly and provide a general observation and group related information logically;</u> include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>c. <u>Link ideas within categories of information using words and phrases</u> (e.g., <i>another, for example, also, because</i>).</p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p><b>W-3b</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With guidance and support from peers and adults, develop and strengthen</u></p> | <p><b>4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion</p> <p><b>Standards: W- 2a, W-2b, W-2c, W-2e, W-2f, W-4, W-5, W-8, W-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic; organize ideas, concepts, and information; such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>e. Establish and <u>maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from the information or explanation presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> |

| Grade 3-5 Summative Assessment Targets, Claim #2   | Grade 6-8 Summative Assessment Targets, Claim #2  |
|--|---|
| ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   | ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.  |
| Grade 5  | Grade 6   |
| <p><u>writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>   | <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>   |
| <p><b>5. USE TEXT FEATURES:</b> Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning</p> <p><b>Standards: W-2a, W-2b</b></p> <p>(DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly and provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> | <p><b>5. USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose</p> <p><b>Standards: W-2a</b></p> <p>(DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic; organize ideas, concepts, and information; such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension.</u></p>  |
| <p><b>6. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience</p> <p><b>Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9</b></p> <p>(DOK 2)</p> <p><b>W-1</b></p>   | <p><b>6. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience</p> <p><b>Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e</b></p> <p>(DOK 2, DOK 3)</p> |



| Grade 3-5 Summative Assessment Targets, Claim #2   |  | Grade 6-8 Summative Assessment Targets, Claim #2   |  |
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| ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   |  | ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   |  |
| Grade 5  |  | Grade 6  |  |
| <p>a. <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p>b. <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p>c. <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, <u>reflection</u>, and research.</p>   |  | <p><b>W-1</b></p> <p>a. <u>Introduce claim(s), organize the reasons and evidence logically.</u></p> <p>b. <u>Support claim(s) with clear reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p>   |  |
| <p><b>7. COMPOSE FULL TEXTS:</b> Write full opinion pieces about topics or sources , attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence , develop supporting evidence/reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion</p> <p><b>Standards: W-1a thru W1-d, W-3b, W-4, W-5, W-8, W-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p>b. <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p>c. <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> |  | <p><b>7. COMPOSE FULL TEXTS:</b> Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence and develop an appropriate conclusion</p> <p><b>Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce claim(s), organize the reasons and evidence logically.</u></p> <p>b. <u>Support claim(s) with clear reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the</u></p> |  |



| Grade 3-5 Summative Assessment Targets, Claim #2   | Grade 6-8 Summative Assessment Targets, Claim #2   |
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| ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   | ELA/Literacy Claim # 2<br>Students can produce effective writing for a range of purpose and audiences.   |
| Grade 5  | Grade 6  |
| <p><b>W-3b</b> Use narrative technique, such as dialogue, description and pacing to develop experiences and events</p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p>  | <p><u>argument presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>  |
| <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p><b>Standards: W-2d, W-3d, L-3a, L-6</b></p> <p>(DOK 1)</p> <p><b>W-2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><b>W-3d</b> <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p><b>L-3a</b> <u>Choose words and phrases to convey ideas precisely.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a</u></p> | <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p><b>Standards: W-2d, W-3d, L-3a, L-6</b></p> <p>(DOK 1, 2)</p> <p><b>W-2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p><b>L-3a</b> <u>Vary sentence patterns for meaning, reader listener interest, and style.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge</u></p> |

| Grade 3-5 Summative Assessment Targets, Claim #2  |  | Grade 6-8 Summative Assessment Targets, Claim #2   |  |
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| Grade 5   |  | Grade 6  |  |
| <u>particular topic</u> (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).  |  | <u>when considering a word or phrase important to comprehension or expression.</u>   |  |
| <p><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p><b>Standards: L-1, L-2, L-3b</b></p> <p>(DOK 1)</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><b>L-2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p><b>L-3b</b> <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p> |  | <p><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p><b>Standards: L-1, L-2, L-3</b></p> <p>(DOK 1)</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><b>L-2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</u></p> <p><b>L-3</b> <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening</u></p> |  |
| <p><b>10. TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or to produce texts</p> <p><b>Standards: W-6</b></p> <p>(DOK 1)</p> <p><b>W-6</b> <u>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</u></p>  |  | <p><b>10. TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or to produce texts</p> <p><b>Standards: W-6</b></p> <p>(DOK 1)</p> <p><b>W-6</b> <u>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u></p>  |  |

| Grade 3-5 Summative Assessment Targets, Claim #3   |  | Grade 6-8 Summative Assessment Targets, Claim #3   |  |
|--|--|--|--|
| <p align="center"><b>ELA/Literacy Claim #3</b></p> <p align="center">Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>  |  | <p align="center"><b>ELA/Literacy Claim #3</b></p> <p align="center">Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>  |  |
| Grade 5  |  | Grade 6  |  |
| Speaking   |  | Speaking   |  |
| <p><b>1. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking</p> <p><b>Standards: L-1, L-3a, L-6, SL-6</b></p> <p>(DOK 1)</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar</u></p> <p><b>L-3a</b> <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</u></p> |  | <p><b>1. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking</p> <p><b>Standards L-1, L-3a, L-6, SL-6</b></p> <p>(DOK 1, 2),</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><b>L-3a</b> <u>Vary sentence patterns for meaning, reader/listener interest, and style.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</u></p> |  |
| <p><b>2. CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate</p> <p><b>Standards: SL-6</b></p> <p>(DOK 2, DOK 3)</p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</u></p>   |  | <p><b>2. CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate</p> <p><b>Standards: SL-6</b></p> <p>(DOK 2, DOK 3)</p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p>   |  |

| Grade 3-5 Summative Assessment Targets, Claim #3  | Grade 6-8 Summative Assessment Targets, Claim #3  |
|---|---|
| <p>ELA/Literacy Claim #3</p> <p>Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>  | <p>ELA/Literacy Claim #3</p> <p>Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>  |
| Grade 5   | Grade 6   |
| <p><b>3. PLAN/SPEAK/PRESENT:</b> Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message</p> <p><b>Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8</b></p> <p>(DOK 2, DOK 3)</p> <p><b>SL-1</b> <u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</u></p> <p><b>SL-2</b> <u>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p> <p><b>SL-4</b> <u>Report on a topic or text, tell a story, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u></p> <p><b>SL-5</b> <u>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> | <p><b>3. PLAN/SPEAK/PRESENT:</b></p> <p>Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent</p> <p><b>Standards: SL-1, SL-4, SL-5, SL-6</b></p> <p>(DOK 2, DOK 3)</p> <p><b>SL-1</b> <u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u></p> <p><b>SL-4</b> <u>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p><b>SL-5</b> <u>Integrate multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</u></p> |

| Grade 3-5 Summative Assessment Targets, Claim #3  |  | Grade 6-8 Summative Assessment Targets, Claim #3   |  |
|---|--|--|--|
| <p align="center"><b>ELA/Literacy Claim #3</b></p> <p align="center">Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>   |  | <p align="center"><b>ELA/Literacy Claim #3</b></p> <p align="center">Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>  |  |
| Grade 5   |  | Grade 6  |  |
| Listening   |  | Listening  |  |
| <p><b>4. LISTEN/INTERPRET:</b> Interpret and use information delivered orally or audio visually</p> <p><b>Standards: SL-2, SL-3</b></p> <p>(DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> <u>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p> <p><b>SL-3</b> <u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u></p> |  | <p><b>4. LISTEN/INTERPRET:</b></p> <p>Analyze, interpret, and use information delivered orally or through audiovisual materials</p> <p><b>Standards: SL-1, SL-2, SL-3</b></p> <p>(DOK 1, DOK 2, DOK 3)</p> <p><b>SL-1</b> <u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u></p> <p><b>SL-2</b> <u>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</u></p> <p><b>SL-3</b> <u>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p> |  |

| Grade 3-5 Summative Assessment Targets, Claim #4  | Grade 6- 8 Summative Assessment Targets   |
|---|---|
| <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>   | <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>   |
| Grade 5   | Grade 6   |
| <p><b>1. PLAN/RESEARCH:</b> Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources</p> <p><b>Standards: SL-1, SL-2, SL-3, SL-4; W-6, W-7</b></p> <p>(DOK 2, DOK 3, DOK 4-when multiple sources are used)</p> <p><b>SL-1</b> <u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</u></p> <p><b>SL-2</b> <u>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p> <p><b>SL-3</b> <u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u></p> <p><b>SL-4</b> <u>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u></p> <p><b>W-6</b> <u>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</u></p> <p><b>W-7</b> <u>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</u></p> | <p><b>1. PLAN/RESEARCH:</b> Conduct short research projects to explore a topic, issue, or problem, logically organizing ideas and supporting details.</p> <p><b>Standards: SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7</b></p> <p>(DOK 3, DOK 4)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL-2</b> <u>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</u></p> <p><b>SL-4</b> <u>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</u></p> <p><b>SL-5</b> <u>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</u></p> <p><b>W-7</b> <u>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</u></p> <p><b>WLiteracy-7</b> <u>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</u></p> |
| <p><b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support</p>   | <p><b>2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and</p>  |

| Grade 3-5 Summative Assessment Targets, Claim #4   | Grade 6- 8 Summative Assessment Targets   |
|--|---|
| <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>  | <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>   |
| Grade 5  | Grade 6   |
| <p>central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p><b>Standards: RI-9; W-8 W-9</b></p> <p>(DOK 3)</p> <p><b>RI-9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | <p>among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p><b>Standards: RI-9; RH and RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>RI-9</b> <u>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u></p> <p><b>RLiteracy</b> (History; Sci/Tech) <b>-1, 2, 3, 7, 8, 9</b> (as appropriate to research task or topic)</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources</p> <p><b>RLiteracy-1 (Sci/Tech)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RLiteracy-2 (History)</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RLiteracy-2 (Sci/Tech)</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RLiteracy-3 (History)</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RLiteracy-3 (Sci/Tech)</b> Follow precisely a multistep procedure when carrying</p> |

| Grade 3-5 Summative Assessment Targets, Claim #4  | Grade 6- 8 Summative Assessment Targets  |
|---|--|
| <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p> | <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>  |
| Grade 5   | Grade 6  |
|   | <p>out experiments, taking measurements, or performing technical tasks.</p> <p><b>RLiteracy-7 (History)</b> <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u></p> <p><b>RLiteracy-7 (Sci/Tech)</b> <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u></p> <p><b>RLiteracy-8 (History)</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text</u></p> <p><b>RLiteracy-8 (Sci/Tech)</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p><b>RLiteracy-9 (History)</b> <u>Analyze the relationship between a primary and secondary source on the same topic</u></p> <p><b>RLiteracy-9 (Sci/Tech)</b> <u>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>WLiteracy-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</u></p> |



| Grade 3-5 Summative Assessment Targets, Claim #4   | Grade 6- 8 Summative Assessment Targets   |
|--|---|
| <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>  | <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>   |
| Grade 5  | Grade 6   |
| <p><b>3. ANALYSE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p><b>Standards: W-8, W-9</b></p> <p>(DOK 2)</p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | <p><b>W-9, WLiteracy-9</b> <u>Draw evidence from informational texts to support analysis, reflection, and research</u></p> <p><b>3. EVALUATE INFORMATION/ SOURCES:</b> Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.</p> <p><b>Standards: W-8; WLiteracy-8 , W-9</b></p> <p>(DOK 3)</p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>WLiteracy-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</u></p> |
| <p><b>4. USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> <p><b>Standards: RI-9; W-1a, W-1b; W-8; W-9</b></p> <p>(DOK 3)</p> <p><b>RI-9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p>   | <p><b>4. USE EVIDENCE:</b> Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p> <p><b>Standards:RI-1; RLiteracy- 1; W-1a, W-1b; W-8, W-9; WLiteracy-8, 9</b></p> <p>(DOK 3, DOK 4)</p> <p><b>RI-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p>  |

| Grade 3-5 Summative Assessment Targets, Claim #4  | Grade 6- 8 Summative Assessment Targets  |
|---|--|
| <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>   | <p>ELA/Literacy Claim # 4</p> <p>Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>  |
| Grade 5   | Grade 6  |
| <p><b>W-1a</b> <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</u></p> <p><b>W-1b</b> <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> | <p><b>RLiteracy- 1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RLiteracy- 1 (Science)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>W-1a</b> <u>Introduce claim(s) and organize the reasons and evidence clearly.</u></p> <p><b>W-1b</b> <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>WLiteracy-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation</u></p> <p><b>W-9, WLiteracy-9</b> <u>Draw evidence from informational texts to support analysis, reflection, and research</u></p> |

## Appendix VI. Workshop Materials

## Welcome & Overview

Joseph Martineau, Ph.D.  
Executive Committee




Achievement Level Descriptor Drafting Workshop  
October 1, 2012



## Concerns with Today's Statewide Assessments

|  |  |
|--|--|
| Each state pays for its own assessments                    | Each state bears the burden of test development to economies of scale        |
| Based on state standards                                   | Students in many states leave high school unprepared for college or career   |
| Heavy use of multiple choice                               | Inadequate measures of complex skills and deep understanding                 |
| Results delivered long after tests are given               | Tests cannot be used to inform instruction or affect program decisions       |
| Accommodations for special education and ELL students vary | Difficult to make premeasuring of scores; concerns about access and fairness |
| Most administered on paper                                 | Costly, time consuming, and challenging to maintain security                 |



## Welcome & Introductions

- Smarter Balanced Staff & Volunteer Leaders
- CTB & College Board Staff
- Common Core & College Readiness Experts
- K-12 Participants
- Higher Education Participants




## Next Generation Assessments


The U.S. Department of Education has funded two consortia of states with development grants for new assessments aligned to the Common Core State Standards:

- Rigorous assessment of progress toward **"college and career readiness"**
- Common cut scores across all Consortium states
- Provide both **achievement and growth information**
- Valid, reliable, and fair** for all students, except those with "significant cognitive disabilities"
- Administer **online**
- Use **multiple measures**
- Operational in 2014-15** school year

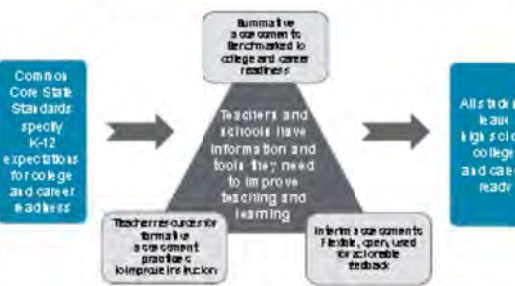

Source: Federal Register / Vol. 75, No. 83 / Friday, April 9, 2010 / Page 13177-25



## Key Context on Smarter Balanced





## A Balanced Assessment System

## Summative Assessment: Purpose, Benefits and Limitations

| Purpose   | Benefits   | Limitations   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Accountability for K-12 at the state, district, school and classroom/teacher level.</li> <li>Account information about individual students' achievement growth over time, and (a 11<sup>th</sup> grade) readiness for college &amp; English and math.</li> </ul> | <ul style="list-style-type: none"> <li>Formative opportunities and comprehensive measure of student knowledge and skills (assessing K-12 accountability or placement exams).</li> <li>Linked to known, high-quality content standards (Common Core).</li> <li>Early warning for students not yet college ready.</li> </ul> | <ul style="list-style-type: none"> <li>Summative exams are not diagnostic in nature.</li> <li>Will sometimes address for advanced mathematics requiring 12<sup>th</sup> grade textbooks.</li> </ul> |




## Achievement Level Descriptors

### Schedule and Process




## Claims for Mathematics

|                                     |  |
|-------------------------------------|--|
| Overall Claim for Grades 3-5        | Students can demonstrate progress toward college and career readiness in mathematics.  |
| Overall Claim for Grade 11          | Students can demonstrate college and career readiness in mathematics.  |
| Claim #1 Concepts & Procedures      | Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.                           |
| Claim #2 Problem Solving            | Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. |
| Claim #3 Communicating Reasoning    | Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.                          |
| Claim #4 Modeling and Data Analysis | Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.                              |




## ALD Development Process

|                   |   |
|-------------------|---|
| July to September | <ul style="list-style-type: none"> <li>Conversations with: TAC (7/26), Higher Ed Leads (8/7), and Higher Ed Leads/K-12 Leads/Chiefs (9/11-12).</li> </ul>                                 |
| October 1-5       | <ul style="list-style-type: none"> <li>ALD Drafting Workshop.</li> </ul>  |
| November-January  | <ul style="list-style-type: none"> <li>Draft in circulation for state/public review and comment.</li> <li>Discussion at regional leadership mtgs.</li> </ul>                              |
| February-March    | <ul style="list-style-type: none"> <li>Draft finalized, going to state vote (higher ed meeting to college readiness definition and high school achievement level descriptors).</li> </ul> |



## Claims for English Language Arts/Literacy

|                                 |  |
|---------------------------------|--|
| Overall Claim for Grades 3-5    | Students can demonstrate progress toward college and career readiness in English language arts and literacy.               |
| Overall Claim for Grade 11      | Students can demonstrate college and career readiness in English language arts and literacy.                               |
| Claim #1 Reading                | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Claim #2 Writing                | Students can produce effective and well-grounded writing for a range of purposes and audiences.                            |
| Claim #3 Speaking and Listening | Students can employ effective speaking and listening skills for a range of purposes and audiences.                         |
| Claim #4 Research               | Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.         |



## Questions & Discussion






## Opening Session

### ALD-Writing Workshop




October 1, 2012




## Overview

- Who creates ALDs?
- What are ALDs?
- When are ALDs created?
- Why are ALDs created?




## Ground Rules

- We will discuss ALDs
- We are NOT
  - Discussing the value of standardized testing
  - Rewriting the CCSS or Smarter Content Specs
  - Writing (or rewriting) items
- All are parking lot items (index cards)




## Who creates achievement-level descriptors (ALDs)?

### Member States



## Some housekeeping...

- Have you completed your non-disclosure form?
- Questions about reimbursement should go to Deborah Meloche



## What are achievement-level descriptors (ALDs)?

- Achievement (performance) levels
  - Aggregate students into groups based on test performance
  - Under NCLB, *Below Basic*, *Basic*, *Proficient*, or *Advanced*
- Achievement level *descriptors* define the types of knowledge, skills, and processes **expected of or demonstrated by** students in each level of achievement.
  - ALDs have described either what students *should be able to do or can do*
  - ALDs inform stakeholders of how to interpret student test scores in relationship to the content standards
  - Typically used for standard setting or score reporting



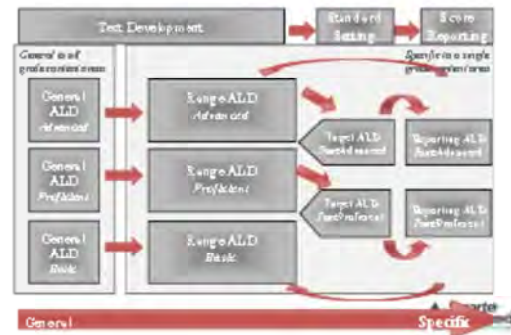
## An Example

### Grade 4 Mathematics Proficient PLD from Idaho

Fourth grade students typically performing at the Proficient level demonstrate a general understanding of grade-level mathematics. They use the numeration system and money, measurement concepts and estimation, measurement equivalencies, number sentences and expressions, and probability in order to solve real-world problems. Students model real-world situations using patterns, geometric concepts, and data displays. Students show the ability to adequately perform calculations, convert units of measurement, locate first quadrant points on a coordinate grid, solve equations, and determine mode as a way to demonstrate their understanding of the relationships between mathematics and the world around them.



## When and Why?



## What can ALDs become?

- ALDs define the intended interpretations of test scores
  - In the past, they have only informed standard setting and/or score interpretation.
- For the future, Smarter Balanced will use ALDs for
  - test development
  - standard setting
  - score interpretation



## Policy ALDs

- General descriptors that articulate the goals and rigor for the final performance standards.
  - Sets the tone
  - Embedded within subsequent descriptors

| Basic  | Proficient   | Advanced              |
|--|--|-----------------------|
| Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. | Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter including subject matter knowledge, application of such knowledge to real-world skills, and analytical skills appropriate to the subject matter. | Superior performance. |

## Family of ALDs

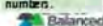
- Policy ALDs
  - Broad statements that are utilized by high-level policy makers (e.g., state superintendent).
- Range ALDs
  - Span to a grade and content area. Utilized by item writers or test developers.
- Target ALDs
  - Span to a grade and content area. Utilized by standard setters.
- Reporting ALDs
  - Span to a grade and content area. Utilized by standard setters.



## Range ALDs

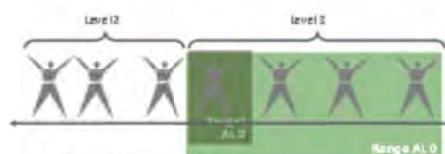
- Define expected knowledge and skills of all students in a particular achievement level
- Depict the expected grade-level learning progression by domain
- Guide item development

| Content Standard Indicator                                 | Work at the Emerging level may indicate...                          | Work at the Approaching level may indicate...                         | Work at the Meets level demonstrates...                         | Work at the Exceeds level demonstrates...   |
|--|---|---|---|---|
| 3.6.1 Identify and use place value positions to thousands. | ability to identify place value to the hundreds.                    | ability to identify place value to the thousands.                     | ability to identify and use place value to the thousands.       | ability to identify and use place value beyond the thousands.                         |
| 3.6.2 Add and subtract fractions with unlike denominators. | difficulty finding common denominators and/or equivalent fractions. | difficulty adding and subtracting fractions with unlike denominators. | ability to add and subtract fractions with unlike denominators. | ability to add and subtract fractions including improper fractions and mixed numbers. |



- Define expectations for students at the **threshold** of the achievement level
- Guide the standard setting workshop

Proficient students located at the cut score should be able to read informational and narrative texts with understanding. When reading informational texts, Proficient students should be able to locate specific information, draw conclusions, and identify the main idea.



I have studied for all along a continuous inability, tendency to high

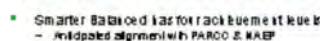
Our task is to divide them into achievement levels. Here, one group's abundance is *Abundant*, and another can't just *Abundant*.

Target 3: Use and improve the knowledge, skills, and abilities of the student who is just barely proficient. The student knows something that the other two professions had not yet learned, plus a little more.

Large ALLEs increase the molecular size and absorbance of the produced products. It provides the size of the obtained product based on the produced, chemical modification, and other data through columns.



- Reconcile the target ALDs with the final cut scores that are the outcome of the standard setting process
- Outside of the scope of this workshop



|                       | Smarter  | PARCC    | NAEP              |
|-----------------------|----------|----------|-------------------|
| <br>Lowest<br>Highest | 1        | 1        | Below Basic       |
|                       | 2        | 2 & 3    | Basic             |
|                       | <b>3</b> | <b>4</b> | <b>Proficient</b> |
|                       | 4        | 5        | Advanced          |

- PARCC—Level 4 is College Ready
- Grades 4, 8 Reading NAEP: 34% Proficient or above
- Grades 4, 8 Math NAEP: 40%, 35% Proficient or above



The diagram illustrates the relationship between General and Specific Test Development, Standard Setting, and Score Reporting. It is organized into three main columns: **General Test Development**, **Standard Setting**, and **Score Reporting**.

- General Test Development:** This column contains three boxes representing different levels of generality:
  - Gen on ALL Adversarial
  - Gen on ALL Proficiency
  - Gen on ALL Basic
- Standard Setting:** This column contains three boxes representing different levels of specificity:
  - Range ALD Adversarial
  - Range ALD Proficiency
  - Range ALD Basic
- Score Reporting:** This column contains three boxes representing different levels of specificity:
  - Target AL to Standard
  - Target AL to Standard
  - Target AL to Standard

Arrows indicate the flow of information and relationships:

- Red arrows point from the **General Test Development** column to the **Standard Setting** column.
- Red arrows point from the **Standard Setting** column to the **Score Reporting** column.
- Red arrows point from the **Score Reporting** column back to the **Standard Setting** column.
- Red arrows point from the **Standard Setting** column back to the **General Test Development** column.
- Red arrows point from the **Score Reporting** column to the **General Test Development** column.

Text annotations include:

- "General to all proficiency/adversarial" near the top left.
- "Specific to a single proficiency/adversarial" near the top right.
- "General" at the bottom left.
- "Specific" at the bottom right.

- Monday
  - College content readiness
  - Policy ALDs
- Tuesday
  - Range ALDs for Grade 11
- Wednesday
  - Target ALDs for Grade 11
  - Range ALDs for Grade 9
- Thursday & Friday
  - Range ALDs for Grades 3 – 8
  - Target ALDs for Grades 3 – 8






**Questions?**


- Next step...
  - Discussion of Range ALDs



**Smarter Balanced Assessment Consortium**  
**Defining College Readiness**  
**Jacqueline E. King, Ph.D.**  
**Director, Higher Education Collaboration**



ALD Drafting Workshop  
 October 1, 2012



## Key Features of the Draft Definition and ALD Structure

- Acknowledges that proficiency in ELA and math are not the only elements of college readiness.
- Assumes that all but the most advanced students will need to demonstrate continued learning in the 12<sup>th</sup> grade in order to be exempt from remediation.
- Specifies readiness for credit-bearing, transferable entry-level courses.



## Why Define College Readiness?

- Common Core State Standards tied to college readiness.
- Use of Grade 11 assessment to exempt student from remedial coursework.
- Prior grades measure whether students are making progress toward college readiness.
- Tie K-12 experience to a tangible outcome (eligibility for credit-bearing courses), giving students a stake in accountability testing.
- Identify and help students address deficiencies *prior to college*.

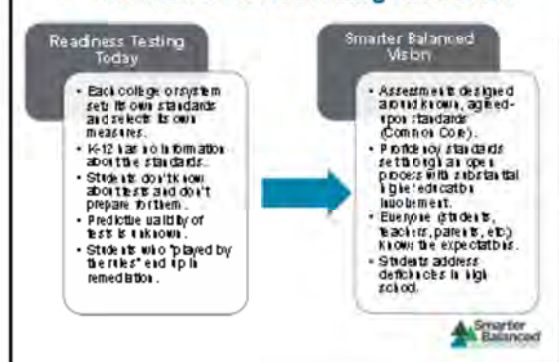


## Significant Unanswered Questions

- In math, should specific courses be named in the definition (e.g. College Algebra and/or Introductory Statistics)?
- What should be said in ELA about preparation for courses other than English?
- What criterion should be used for predictive validity?
- How should career readiness be addressed?
- What changes might be necessary to maintain comparability with PARCC?



## A New Vision for Assessing Readiness



## College Content-Readiness Definition Development Process to Date

|                  |   |
|------------------|---|
| <b>July</b>      | • PARCC Releases its draft definition.                        |
| <b>August</b>    | • Higher Education Leads revise PARCC draft.                  |
| <b>September</b> | • K-12 and Higher Education Leads agree to further revisions. |
| <b>October</b>   | • Further revisions at ALD Workshop.                          |



## DRAFT Smarter Balanced ELA College Content-Readiness Definition

Students who perform at the College Content-Ready level in English language arts/literacy will have demonstrated the subject-area knowledge and skills associated with readiness for entry-level, transferable credit-bearing English courses. Colleges and universities also can expect these students to possess literacy skills necessary for introductory courses in a variety of disciplines.



## Key Activities for Today

1. Review and advise Smarter Balanced on definitions.
2. Make any necessary adjustments to Grade 11 ALD framework.
3. Create policy and content ALDs based on definitions and framework.



## DRAFT Smarter Balanced Math College Content-Readiness Definition

Students who perform at the College Content-Ready Level in mathematics will have demonstrated the subject-area knowledge and skills associated with readiness for entry-level, transferable credit-bearing mathematics and statistics courses at the level of College Algebra or Introductory College Statistics.




## DRAFT Option for Grade 11 ALD Implications


| Level | Policy  | Implication for Grade 11   |
|-------|---|--|
| Four  | Student is exempt from developmental course work.   | Students should progress into advanced courses (such as AP, IB, or dual enrollment).   |
| Three | Student is exempt from developmental course work, contingent on evidence of continued learning in Grade 12. | Within a state, higher education and K-12 determine appropriate evidence of continued learning (test scores, course grades). |
| Two   | Student needs support to meet college readiness standard.   | States/districts/colleges may implement special Grade 12 transition courses or other programs. Option for Grade 12 retake.   |
| One   | Student needs substantial support to meet readiness standard.   | States/districts/colleges may offer supplemental programs for these students.  |

## Policy and General Content ALDs

### ALD-Writing Workshop




October 1, 2012



## Policy and General Content ALDs—The Claims

|                |  |
|----------------|--|
| <b>Claim 1</b> | "Students can demonstrate progress toward college and career readiness in mathematics."  |
| <b>Claim 2</b> | "Students can demonstrate college and career readiness in mathematics."  |
| <b>Claim 3</b> | Concepts & Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."                     |
| <b>Claim 4</b> | Problem Solving "Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies." |
| <b>Claim 5</b> | Communicating Reasoning "Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."                  |
| <b>Claim 6</b> | Modeling and Data Analysis "Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems."                   |




## Smarter Balanced Achievement Levels

\* Smarter Balanced is for tracking student level  
— Aligned with PARCC & NAEP

|               | Smarter  | PARCC    | NAEP              |
|---------------|----------|----------|-------------------|
| Lowest level  | 1        | 1        | Below Basic       |
|               | 2        | 2 & 3    | Basic             |
|               | <b>3</b> | <b>4</b> | <b>Proficient</b> |
| Highest level | 4        | 5        | Advanced          |

- PARCC—Level 4 is College Ready
- Grades 4, 8 Reading NAEP: 34% Proficient or above
- Grades 4, 8 Math NAEP: 40%, 35% Proficient or above



## Policy and General Content ALDs—Defining Phrases


- Defining phrase: two to five words that provide context for the expectations of student in each achievement level.

| Level 1                  | Level 2                 | Level 3                 | Level 4                               |
|--------------------------|-------------------------|-------------------------|---------------------------------------|
| Little if any attainment | Inconsistent attainment | Satisfactory attainment | Exceptional and consistent attainment |
| Little or no ability     | Limited knowledge       | Fundamental knowledge   | Thorough knowledge                    |
| Little success           | Limited Success         | Partial Success         | Success                               |
| Limited competency       | Some competency         | Competence              | Superior competency                   |

## Policy and General Content ALDs

- How do we create policy ALDs? General content ALDs?

- Start with the claims
- Discuss defining phrase
- Examine PARCC
- Differentiate claim into four achievement levels



## Policy and General Content ALDs--PARCC

| Claim   | Defining Phrase   |
|---------|---|
| Claim 1 | Students demonstrate command of knowledge, skills, and a variety of concepts related to the CCSS aligned with the grade level focus. Students will engage successfully with the standards.  |
| Claim 2 | Students demonstrate command of knowledge, skills, and a variety of concepts related to the CCSS aligned with the grade level focus. Students will command a variety of problem-solving strategies in College Algebra and Analytic Geometry. Students performing at this level are expected to have the skills and knowledge to demonstrate competence in more and more complex situations of higher mathematics designed to demonstrate competency and academically prepared for success in postsecondary education. |
| Claim 3 | Students demonstrate command of knowledge, skills, and a variety of concepts related to the CCSS aligned with the grade level focus. Students will command a variety of problem-solving strategies in College Algebra and Analytic Geometry. Students performing at this level are expected to have the skills and knowledge to demonstrate competence in more and more complex situations of higher mathematics designed to demonstrate competency and academically prepared for success in postsecondary education. |
| Claim 4 | Students demonstrate command of knowledge, skills, and a variety of concepts related to the CCSS aligned with the grade level focus. Students will command a variety of problem-solving strategies in College Algebra and Analytic Geometry. Students performing at this level are expected to have the skills and knowledge to demonstrate competence in more and more complex situations of higher mathematics designed to demonstrate competency and academically prepared for success in postsecondary education. |
| Claim 5 | Students demonstrate command of knowledge, skills, and a variety of concepts related to the CCSS aligned with the grade level focus. Students will command a variety of problem-solving strategies in College Algebra and Analytic Geometry. Students performing at this level are expected to have the skills and knowledge to demonstrate competence in more and more complex situations of higher mathematics designed to demonstrate competency and academically prepared for success in postsecondary education. |
| Claim 6 | Students demonstrate command of knowledge, skills, and a variety of concepts related to the CCSS aligned with the grade level focus. Students will command a variety of problem-solving strategies in College Algebra and Analytic Geometry. Students performing at this level are expected to have the skills and knowledge to demonstrate competence in more and more complex situations of higher mathematics designed to demonstrate competency and academically prepared for success in postsecondary education. |



## Policy and General Content ALDs--PARCC

- \* Level 5: Superior command of the knowledge, skills, and practices embodied by the CCSS assessed at the grade level/course.
- \* Level 4: Solid command ....
- \* Level 3: Partial command ...
- \* Level 2: Limited command ...
- \* Level 1: Very Limited command



## General Content ALDs--PARCC

| Mathematics (College and Career Readiness Mathematics Framework) is assessed as follows: |  |
|--|--|
| Level 5  | Solve problems involving the major content with connections to the practices   |
| Level 4  | Solve most problems involving the major content for their grade with connection to the Standards for Mathematical Practice |
| Level 3  | Solve problems involving the major content for their grade with connection to the Standards for Mathematical Practice      |
| Level 2  | Solve some problems involving the major content for their grade with connection to the Standards for Mathematical Practice |



## Policy and General Content ALDs--PARCC

- Level 5: Academically well prepared to engage successfully in further study ...
- Level 4: Academically prepared ...
- Level 3: Will likely need academic support...
- Level 2: Will need academic support...
- Level 1: Will need extensive academic support...



## Policy ALDs--PARCC

|         |  |
|---------|--|
| Level 5 | Students demonstrate command of knowledge, skills, and practices embodied by the CCSS assessed at the grade level/course. Students with academic proficiency at this level are exempt from having to take a post-college placement test. Interpret and evaluate the findings of higher education to determine whether they are academically prepared for courses without need for remediation.   |
| Level 4 | Students demonstrate a <u>solid command</u> of knowledge, skills, and practices embodied by the CCSS for Mathematics assessed at the end of the (course/s). They are <u>academically well prepared</u> to engage successfully in entry-level college-level courses in College Algebra or introductory statistics. Students performing at this level are exempt from having to take a post-college placement test. In two or four years, in situations of higher education need to determine whether they are academically prepared for courses without need for remediation. |



## Policy ALDs--PARCC

| Overall Claim for Content Area |   |
|--------------------------------|---|
| Level 5                        | Students performing at this level have a <u>superior command</u> of the knowledge and skills combined in the CCSS for Mathematics assessed at the grade level and are <u>academically well prepared</u> to engage successfully in further studies in this content area.   |
| Level 4                        | Students performing at this level have a <u>solid command</u> of the knowledge and skills combined in the CCSS for Mathematics assessed at the grade level and are <u>academically prepared</u> to engage successfully in further studies in this content area.           |
| Level 3                        | Students performing at this level have a <u>partial command</u> of the knowledge and skills combined in the CCSS for Mathematics assessed at the grade level and <u>will likely need academic support</u> to engage successfully in further studies in this content area. |



## Smarter Balanced Policy ALDs

- Step 1. Select defining phrase
- Step 2. Differentiate overall claims into four achievement levels
- Step 3. Integrate definition of college content readiness
- Step 4. Repeat for Content Claims



## Step 1. Select Defining Phrase

- Work with your small group
- Use list of defining phrases
  - Are there other defining phrases that your group prefers?
- As a small group:
  - Discuss defining phrases within group
  - Select a defining phrase
  - Present your group's defining phrase to the larger group
- As a large group:
  - Discuss each recommended defining phrase
  - Vote to select defining phrase to be used



## Implementation Slide – Grades 3-8

|                   |  |
|-------------------|--|
| College Readiness |  |
| College Ready     | "Students can demonstrate progress toward college and career readiness in (content area)." |
| Grade 8           |  |
| Grade 7           |  |
| Grade 6           |  |
| Grade 5           |  |
| Grade 4           |  |

## Step 2 & 3: Differentiate and Integrate

|                   |  |
|-------------------|--|
| College Readiness | "Students can demonstrate progress toward college and career readiness in (content area)." |
| College Ready     | "Students can demonstrate college and career readiness in (content area)."                 |

- Using defining phrases, differentiate overall claims into Achievement Levels
- Integrate definition of college content readiness



## Implementation Slide – Claim #1

|                   |  |
|-------------------|--|
| College Readiness |  |
| College Ready     | Concepts & Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency." |
| Grade 8           |  |
| Grade 7           |  |
| Grade 6           |  |
| Grade 5           |  |
| Grade 4           |  |

## Implementation Slide – Grade 11

|                   |  |
|-------------------|--|
| College Readiness |  |
| College Ready     | "Students can demonstrate college and career readiness in (content area)." |
| Grade 11          |  |
| Grade 10          |  |
| Grade 9           |  |
| Grade 8           |  |
| Grade 7           |  |
| Grade 6           |  |

## Implementation Slide – Claim #2

|                   |   |
|-------------------|---|
| College Readiness |   |
| College Ready     | Problem Solving "Students can make a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies." |
| Grade 11          |   |
| Grade 10          |   |
| Grade 9           |   |
| Grade 8           |   |
| Grade 7           |   |
| Grade 6           |   |

| Implementation Slide – Claim #3 |   |
|---------------------------------|---|
| CLAIM 3                         |   |
| CLAIM 3                         | Communicating Reasoning "Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others." |
| LEVEL 1                         |   |
| LEVEL 2                         |   |
| LEVEL 3                         |   |
| LEVEL 4                         |   |

| Implementation Slide – Claim #4 |  |
|---------------------------------|--|
| CLAIM 4                         |  |
| CLAIM 4                         | Modeling and Data Analysis "Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems." |
| LEVEL 1                         |  |
| LEVEL 2                         |  |
| LEVEL 3                         |  |
| LEVEL 4                         |  |

## Creating Range ALDs



Smarter Balanced ALD-Writing Workshop



## Smarter Balanced Achievement Levels

- Smarter Balanced has four achievement levels
- Midpoint alignment with PARCC & NAEP

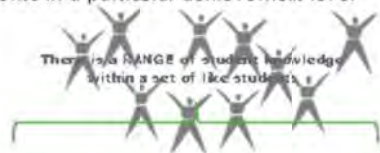
|               | Smarter  | PARCC    | NAEP              |
|---------------|----------|----------|-------------------|
| Lowest level  | 1        | 1        | Below Basic       |
|               | 2        | 2 & 3    | Basic             |
|               | <b>3</b> | <b>4</b> | <b>Proficient</b> |
| Highest level | 4        | 5        | Advanced          |

- PARCC—Level 4 is College Ready
- Grades 4, 8 Reading NAEP: 34% Proficient or above
- Grades 4, 8 Math NAEP: 40%, 35% Proficient or above



## What are Range ALDs—A Reminder

- Define expected knowledge and skills of all students in a particular achievement level



## The Tools needed for Range ALDs?

- The Abbreviated Content Specifications
- The Policy ALDs created Monday
- The 3 Cs.
  - Complexity
  - Content
  - Context



## Range ALDs

- Describe the range of knowledge, skills, and processes for all students in an achievement level
  - Level 1
  - Level 2
  - Level 3
  - Level 4



## Understanding ALDs

| Claim                                      | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---------|---------|---------|---------|
| Domain<br>Range 1A<br>Range 1B<br>Range 1C |         |         |         |         |

less Complex, less Difficult → More Complex, More Difficult

Knowledge, skills, and processes are cumulative





## Complexity

- Depth of Knowledge (DOK)
  - Assigned to each target
  - Indication of complexity
- There is not a 1 to 1 relationship between DOK and the achievement levels



## Let's Practice!

- 7RP2 | **Recognize** and **represent** proportional relationships between quantities.
- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- Which terms represent complexity?
    - At your tables discuss how "recognize" is different from "represent?"
  - Based on the policy descriptor, which level of student do you expect to recognize? To represent?



## Analyzing Complexity

| Novice  | Partially Basic   | Basic   | Proficient  | Advanced  |
|---|---|---|---|---|
| Calculate area of regular figure when ruler is used as a measure of length. | Calculate area of irregular figure when ruler is used as a measure of length. | Calculate area of irregular figure when compass is used as a measure of length. | Calculate area of irregular figure when compass is used as a measure of length. | Calculate area of irregular figure when ruler is used as a measure of length. |
| Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  |

- Observe how DOK is the same across levels



## Let's Practice!

- 7RP2 | **Recognize** and **represent** proportional relationships between quantities.
- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

|      | Level 1      | Level 2      | Level 3      | Level 4      |
|------|--------------|--------------|--------------|--------------|
| 7RP2 | Recognize... | Recognize... | Represent... | Represent... |



## Analyzing Complexity

- DOK is scaffolded into a skill based learning progression

| Novice  | Partially Basic   | Basic   | Proficient  | Advanced  |
|---|---|---|---|---|
| Calculate area of regular figure when ruler is used as a measure of length. | Calculate area of irregular figure when ruler is used as a measure of length. | Calculate area of irregular figure when compass is used as a measure of length. | Calculate area of irregular figure when compass is used as a measure of length. | Calculate area of irregular figure when ruler is used as a measure of length. |
| Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  |



## Content

| Novice  | Partially Basic   | Basic   | Proficient  | Advanced  |
|---|---|---|---|---|
| Calculate area of regular figure when ruler is used as a measure of length. | Calculate area of irregular figure when ruler is used as a measure of length. | Calculate area of irregular figure when compass is used as a measure of length. | Calculate area of irregular figure when compass is used as a measure of length. | Calculate area of irregular figure when ruler is used as a measure of length. |
| Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  | Recognize data from a graph.  |

- Content difficulty increases across achievement level
- Example is detailed. Your content may not be this detailed.



## Let's Practice!

7RP2. Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

- Which terms represent content?
- Based on the policy descriptors
  - Which level student do you expect to do this when presented data in a table?
  - Which students should be able to graph?



## Let's Practice!

7RP2. Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

- How is context relevant here?
- Based on the policy descriptors
  - Which level student do you expect to do this when presented information with context?



## Let's Practice!

7RP2. Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

|      | Level 1                                | Level 2                                 | Level 3  | Level 4   |
|------|--|---|--|---|
| 7RP2 | Recognize...                           | Recognize...                            | Represent...   | Represent...  |
|      | Simple equivalent ratios in a table... | Complex equivalent ratios in a table... | Simple equivalent ratios by graphing on a coordinate plane | Complex equivalent ratios by graphing on a coordinate plane |



## Let's Practice!

7RP2. Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

|      | Level 1                                | Level 2  | Level 3  | Level 4   |
|------|--|--|--|---|
| 7RP2 | Recognize...                           | Recognize...   | Represent...   | Represent...  |
|      | Simple equivalent ratios in a table... | Complex equivalent ratios in a table... when little or no context is present | Simple equivalent ratios by graphing on a coordinate plane when context is present | Complex equivalent ratios by graphing on a coordinate plane when complex context is present |

## Analyzing Context

- How is the information being presented?

| Novice   | Partially Basic  | Basic  | Proficient   | Advanced   |
|--|--|--|--|--|
| Calculates area of regular figures when the formula is provided. | Calculates area of regular figures when the formula is provided. | Calculates area of regular figures when the formula is provided. | Calculates area of regular figures when the formula is provided. | Calculates area of regular figures when the formula is provided. |
| Represents data in a graph.                                      | Represents data in a graph.                                      | Represents data in a graph.                                      | Represents data in a graph.                                      | Represents data in a graph.                                      |



## Making this Concrete

- Parse the standard

L1, L2, L3, L4

7RP2. Recognize and represent proportional relationships between quantities.

- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

L1: Simple, L2: Complex

L3: Simple, L4: Complex



## Mathematics

- Claim #2, #3, #4
  - These are the same for all grade levels
  - The Range ALDs for these claims will be similar for all grade levels



## Building a Range ALD for Claims 2-4

| Claim    | Level 1 | Level 2 | Level 3 | Level 4 |
|----------|---------|---------|---------|---------|
| Claim 2  |         |         |         |         |
| Target A |         |         |         |         |

- Review Policy Descriptors
- For these claims, the content becomes the context for the target and tasks measure multiple targets
- How does the context differ across achievement levels?
- Begin with Level 3



## Group Activity

**SUMMATIVE ASSESSMENT TARGETS**  
**Problem Solving Strategies Claim #2**

Claim #2: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Relevant Verbs for Identifying Content Clusters and/or Standards for Claim #2  
"understand" (often in conjunction with one or more other relevant verbs), "solve," "apply," "describe," "illustrate," "interpret," and "analyze."

Target A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace. (DOK 2, 3)

Under Claim #2, the problems should be completely formulated, and students should be asked to find a solution path from among the readily available tools. (For example, "A" below.)

Target B: Select and use appropriate tools strategically. (DOK 1, 2)

It is used to assess this target should allow students to find and choose tools; for example, using a "Search" feature to call up a formula (as opposed to including the formula in the item stem) or using a protractor in physics is peer.



## Group Activity

- Try to parse Claim #2 with your group
- Parse and Integrate the Targets
- 10 minutes
- Group discussion



## Claim 2

**SUMMATIVE ASSESSMENT TARGETS**  
**Problem Solving Strategies Claim #2**

Claim #2: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

To preserve the focus and coherence of the standards in a whole, tasks must draw clearly on knowledge and skills that are articulated in the content standards. At each grade level, the content standards offer natural and productive settings for generating evidence for Claim #2. Tasks generating evidence for Claim #2 in a given grade will draw upon knowledge and skills articulated in the progression of standards up through that grade, though more complex problem-solving tasks may draw upon knowledge and skills from lower grade levels.

Any given task will provide evidence for several of the following assessment targets. Each of the following targets should not lead to a separate task; it is an entry/entry from different areas, including work studied in earlier grades, that students demonstrate how problem-solving proficiency.

Relevant Verbs for Identifying Content Clusters and/or Standards for Claim #2  
"understand" (often in conjunction with one or more other relevant verbs), "solve," "apply," "describe," "illustrate," "interpret," and "analyze."



## Building a Range ALD for Claim 1

| Claim    | Level 1 | Level 2 | Level 3 | Level 4 |
|----------|---------|---------|---------|---------|
| Claim 1  |         |         |         |         |
| Target A |         |         |         |         |

- Study Policy ALDs
- Parse the Targets and Standards
- Keep the 3 Cs in mind
  - Complexity
  - Context
  - Context
- Begin with Level 3



| Review the Claim, Target, and Corresponding CCSS   |   |
|--|---|
| <b>GRADE 3 Summative Assessment Targets</b><br><b>Providing Evidence Supporting Claim #1</b>   |   |
| <b>Claim #1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.  |   |
| Content for this claim may be drawn from any of the Grade 3 clusters represented below, with a much greater proportion drawn from clusters designated "m" (major) and the remainder drawn from clusters designated "s" (additional supporting) – with these items fleshing out the major work of the grade. Sampling of Claim #1 assessment targets will be determined by balancing the content assessed with items and tasks for Claims #2, #3, and #4. |   |
| Smarter Balanced Content Specifications  | CCSS  |
| <b>Target A (m):</b> Represent and solve problems involving multiplication and division. (DOM 1.2)<br><br>Items/tasks for this target require students to use multiplication and division within 100 to solve straightforward, one-step contextual word problems in situations involving equal groups, arrays, and measurement quantities such as length, liquid volume, and masses/weights of objects. These problems should be of the equal-           | <b>Operations and Algebraic Thinking</b><br><br>3.OA.A.1. Interpret products of whole numbers.<br><br>3.OA.A.2. Interpret whole-number quotients of whole numbers.<br><br>3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. |

## Let's Get Started!

1. Study Policy ALDs
2. As a group activity, finish Range ALD for Claim #2
3. As individual groups, write Range ALDs
  - Group 1: Claim 1, Targets A – J
  - Group 2: Claim 1, Targets N – Q
  - Group 3: Claim 3
  - Group 4: Claim 4




- Questions?







## Creating Target ALDs



Smarter Balanced ALD-Writing Workshop




## Target ALD




Target ALD describes the knowledge, skills, and abilities of the student who is **just barely** in Level 3. This student knows everything that the Level 2 student knows **PLUS** a touch more.

The **info** information the Level 3 target borderline student knows, that Level 2 does not, is **not** as important as the student's Level 2 target student.

The **large** borderline student has **JUST** enough knowledge, skills, and abilities to be considered, Level 3.



## Target and Range ALDs




These students fall along a continuum of ability, from low to high.

Our task is to divide them into achievement levels. Here, one group of students is in Level 3, and another group is in Level 2.


Target ALD summarizes the knowledge, skills, and abilities of the student who is just barely in Level 3. It is a student who is just barely in Level 3, plus a touch more.

Range ALD summarizes the knowledge, skills, and abilities of the student who is just barely in Level 3, plus a touch more. This includes the skills of the student who is just barely in Level 3, plus a touch more.

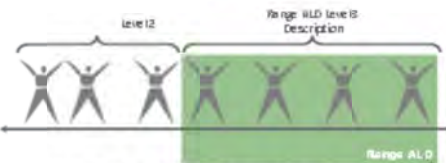


## Target ALDs


- Describe the knowledge, skills, and processes for the students **who just enter** into an achievement level, also known as the **borderline student**
- You will identify **ONLY** those Level 3 skills that separate the just barely Level 3 student from the highest ability Level 2 student.



## Range ALDs



Range ALDs describe what students should expect from students who fall along a continuum of ability within the achievement level. The skills support the claim of the achievement level.



## The Tools needed for Target ALDs?

- The Policy ALDs
- The Range ALDs



## An Example of a Range ALD

| Level 2  | Level 3   | Level 4  |
|--|---|--|
| Apply underdeveloped reasoning and an insufficient range of textual evidence to minimum and moderate complex text. Or justify insufficient analyses of author's presentation of minimum to moderately complex information. | Apply relevant reasoning and a sufficient range of textual evidence to moderate to highly complex text. Or justify sufficient analyses of author's presentation of moderate to highly complex information.          | Apply well-thought reasoning and a substantial range of textual evidence to moderate to highly complex text. Or justify substantial analyses of author's presentation of moderate to highly complex information.               |
| Advance an underdeveloped and underanalyzed analysis of a minimum to moderate complex text and its development of complex ideas or events, or development of topics, themes, or rhetorical features.                       | Advance a logical and supported analysis of a moderate to highly complex text to show how connections are made in development of complex ideas or events, or development of topics, themes, or rhetorical features. | Advance a sophisticated and well-developed analysis of a moderate to highly complex text to show how connections are made in development of complex ideas or events, or development of topics, themes, or rhetorical features. |

## The Target ALDs describe the

**minimum** amount of knowledge, skills, and abilities you feel are necessary for a student to demonstrate that they have sufficient command of the content to infer that the student should be classified as just *Level 3*.



## Guiding Questions

- Which knowledge, skills, or practices from the Range ALD would the *Just Level 3* student achieve?



## Example

Borderline Level 3 students generally possess the skills of Level 2 students, and in addition, borderline Level 3 students demonstrate the ability to do the following:

- Clarify the meaning of text using graphic organizers
- Identify commonly used antonyms, synonyms, and homonyms
- Identify main idea in informational text
- Identify supporting detail in informational text
- Identify aspects of the setting
- Identify the speaker or narrator in literary selections
- Determine the author's purpose
- Interpret information in functional text
- Identify the genre of literary text
- Identify the moral of a literary selection
- Distinguish between cause and effect.



## Highlight or Color Code Borderline Skills

| Level 2 Target  | Level 3 Target  | Level 4 Target   |
|---|---|--|
| Analyze and synthesize information from a range of sources to develop a minimum to moderate analysis and synthesis. Or justify sufficient analyses of author's presentation of minimum to moderately complex information. | Analyze and synthesize information from a range of sources to develop a moderate to highly complex analysis and synthesis. Or justify sufficient analyses of author's presentation of moderate to highly complex information. | Analyze and synthesize information from a range of sources to develop a sophisticated and well-developed analysis and synthesis. Or justify substantial analyses of author's presentation of moderate to highly complex information. |
| Advance an underdeveloped and underanalyzed analysis of a minimum to moderate complex text and its development of complex ideas or events, or development of topics, themes, or rhetorical features.                      | Advance a logical and supported analysis of a moderate to highly complex text to show how connections are made in development of complex ideas or events, or development of topics, themes, or rhetorical features.           | Advance a sophisticated and well-developed analysis of a moderate to highly complex text to show how connections are made in development of complex ideas or events, or development of topics, themes, or rhetorical features.       |

Borderline Level 3 students will demonstrate skills targeted with low engagement.



## You will develop target ALDs the following:

- Borderline Level 2
- Borderline Level 3
- Borderline Level 4



## Depth-of-Knowledge Levels for Four Content Areas

Norman L. Webb

### Language Arts Levels of Depth of Knowledge

Interpreting and assigning depth-of-knowledge levels to both objectives within standards and assessment items is an essential requirement of alignment analysis. Four levels of depth of knowledge are used for this analysis.

#### *Reading (based on Wixson, 1999)*

##### *Level 1*

Level 1 requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a shallow understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:

- Support ideas by reference to details in the text.
  - Use a dictionary to find the meaning of words.
  - Identify figurative language in a reading passage.

##### *Level 2*

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply some of the skills and concepts that are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.

##### *Level 3*

Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.

- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

#### Level 4

Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

### Writing

#### Level 1

Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:

- Use punctuation marks correctly.
- Identify Standard English grammatical structures and refer to resources for correction.

#### Level 2

Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.

#### Level 3

Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing



chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Edit writing to produce a logical progression of ideas.

## Level 4

Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:

- Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.

## *Source of Challenge Criterion*

The Source of Challenge criterion is only used to identify items where the major cognitive demand is inadvertently placed and is other than the targeted language arts skill, concept, or application. Cultural bias or specialized knowledge could be reasons for an item to have a source of challenge problem. Such items characteristics may cause some students to not answer an assessment item or answer an assessment item incorrectly or at a lower level even though they have the understanding and skills being assessed.

## *Mathematics depth-of-knowledge levels*

**Level 1 (Recall)** includes the recall of information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula. That is, in mathematics a one-step, well-defined, and straight algorithmic procedure should be included at this lowest level. Other key words that signify a Level 1 include “identify,” “recall,” “recognize,” “use,” and “measure.” Verbs such as “describe” and “explain” could be classified at different levels depending on what is to be described and explained.

**Level 2 (Skill/Concept)** includes the engagement of some mental processing beyond a habitual response. A Level 2 assessment item requires students to make some decisions as to how to approach the problem or activity, whereas Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps. Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step. For example, to compare data requires first identifying characteristics of the objects or phenomenon and then grouping or ordering the objects. Some action verbs, such as “explain,” “describe,” or “interpret” could be classified at different levels depending on the object of the action. For example, if an item required students to explain how light affects mass by indicating

there is a relationship between light and heat, this is considered a Level 2. Interpreting information from a simple graph, requiring reading information from the graph, also is a Level 2. Interpreting information from a complex graph that requires some decisions on what features of the graph need to be considered and how information from the graph can be aggregated is a Level 3. Caution is warranted in interpreting Level 2 as only skills because some reviewers will interpret skills very narrowly, as primarily numerical skills, and such interpretation excludes from this level other skills such as visualization skills and probability skills, which may be more complex simply because they are less common. Other Level 2 activities include explaining the purpose and use of experimental procedures; carrying out experimental procedures; making observations and collecting data; classifying, organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts.

**Level 3 (Strategic Thinking)** requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. In most instances, requiring students to explain their thinking is a Level 3. Activities that require students to make conjectures are also at this level. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning. An activity, however, that has more than one possible answer and requires students to justify the response they give would most likely be a Level 3. Other Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve problems.

**Level 4 (Extended Thinking)** requires complex reasoning, planning, developing, and thinking most likely over an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. For example, if a student has to take the water temperature from a river each day for a month and then construct a graph, this would be classified as a Level 2. However, if the student is to conduct a river study that requires taking into consideration a number of variables, this would be a Level 4. At Level 4, the cognitive demands of the task should be high and the work should be very complex. Students should be required to make several connections—relate ideas *within* the content area or *among* content areas—and have to select one approach among many alternatives on how the situation should be solved, in order to be at this highest level. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

## Depths of Knowledge: Mathematics

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### Level 1: Recognizing and Recalling

Level 1 tasks require the student to recognize and recall basic facts, terms, concepts, and definitions of the content and processes of mathematics. Level 1 tasks also include computation with whole numbers, fractions, decimals, and integers.

Some representative examples of Level 1 performance and skills include the student's ability to:

- Recognize one-to-one correspondence of 1 to 10 objects.
- Determine which of two whole numbers is greater.
- Give an example of an odd or even number.
- Recall basic facts of arithmetic involving addition, subtraction, multiplication, division (e.g.,  $3 + 2 = 5$ ).
- Recognize shapes and solids.
- Identify parallel lines.
- Find lines of symmetry in familiar shapes (e.g., square, rectangle, triangle).
- Recall a memorized formula.
- Identify right, acute, and obtuse angles in a diagram.
- Identify place values.
- Identify basic fractions (e.g.,  $\frac{1}{2}$ ,  $\frac{1}{4}$ ) by word name, numeral, pictorial representation.
- Name attributes of shapes and solids.
- Find the square of a number.
- Tell time to nearest hour, half hour, minute, etc.
- Select the appropriate unit and tool to measure.
- Round numbers to specified place value.
- Plot points on a number line or coordinate plane.
- Identify place value of whole numbers and decimals.
- Identify numbers in expanded notation.

**Level 2: Using Fundamental Concepts and Procedures**

Level 2 tasks require the student to describe or apply basic facts, terms, rules, concepts and definitions of the content and processes of mathematics.

Some representative examples of Level 2 performance and skills include the student's ability to:

- Read, interpret, draw, and construct various displays of data (e.g., scatter plots, stem-and-leaf plots, box-and-whisker plots, frequency tables, and histograms).
- Find lines of symmetry in unfamiliar/nonstandard shapes.
- Evaluate a function.
- Compare sizes of geometric figure (larger, smaller, wider, thinner, shorter, longer).
- Relate equivalence with fractions, decimals, and percents.
- Convert from one unit to another unit within the same system.
- Recognize equivalent forms for simple algebraic expressions.
- Identify factors of a number.
- Solve basic linear equations (e.g.,  $2x + 3 = 21$ ).
- Find the surface area of 3-dimensional shapes (e.g., cylinder).
- Find the mean, median, and mode of a data set.
- Describe or explain fundamental concepts and procedures.
- Solve and explain word problems where steps are obvious.
- Estimate and measure using appropriate tool to specified precision.
- Solve problems involving possible arrangements or combinations of 2-4 objects.
- Extend numerical and geometric patterns.
- Solve problems involving simple probability or chance.
- Solve problems involving estimation and reasonableness.

**Level 3: Concluding and Explaining**

Level 3 tasks require the student to demonstrate an understanding of complex ideas, to draw conclusions based on this understanding, and to communicate ideas and conclusions effectively.

Some representative examples of Level 3 performance and skills include the student's ability to:

- Given data for multiple possibilities, describe and explain the likelihood of each occurrence in probability.
- Find the area of a composite figure.
- Create and explain the rule of a geometric or numeric pattern.
- Explain and/or justify the reasons for carrying out the steps in a procedure.
- Describe and explain examples and non-examples of mathematical concepts.
- Find a counterexample to disprove a conjecture.
- Describe how the volume of a 3-dimensional object changes when its dimensions are changed in various ways.
- Make inferences or predictions from a graph and other displays of data.
- Explain the advantages and disadvantages of using various displays for a particular data set.
- Explain the relationships among the attributes of 2-dimensional shapes (e.g., why a quadrilateral with at least three right angles must be a rectangle).
- Use SAS to prove that two triangles are congruent when conditions of the theorem are explicitly satisfied.
- Explain/prove mathematical rules and properties (e.g., why  $4n - 9$  is odd for all integers  $n$ ).
- Explain the advantages/disadvantages of using the mean, median, and mode to describe a particular data set.
- Create and interpret meaning of mathematical concepts.
- Solve and explain multi-step, multi-facet problems.
- Compare and contrast sets of data.
- Develop and solve a word problem based on information in a graph provided.

## **Level 4: Evaluating, Extending, and Making Connections**

Level 4 tasks require the student to synthesize skills and techniques from various concepts of mathematics to solve multifaceted problems, and to justify conclusions using mathematical definitions, properties, and principles. Level 4 tasks also include supporting mathematical arguments with definitions, properties, and principles.

Some representative examples of Level 4 performance and skills include the student's ability to:

- Critique a given proof or mathematical argument.
- Demonstrate that “completing the square” is equivalent to using the quadratic formula to solve quadratic equations.
- Solve a non-routine/non-standard problem using skills/techniques from different areas of mathematics.
- Explore the features and properties of a given function.
- Make predictions from a complex graph and other multiple displays of data.
- Compare and contrast sets of data.
- Develop and solve a word problem based on information in a graph provided.
- Extend and describe complex patterns.

## ELA/literacy

| Smarter Balanced Assessment Consortium |  |
|--|--|
| Overall Claim for Grades 3-8           | Students can demonstrate progress toward college and career readiness in English language arts and literacy.               |
| Overall Claim for Grade 11             | Students can demonstrate college and career readiness in English language arts and literacy.                               |
| Claim #1                               | Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Claim #2                               | Students can produce effective and well-grounded writing for a range of purposes and audiences.                            |
| Claim #3                               | Students can employ effective speaking and listening skills for a range of purposes and audiences.                         |
| Claim #4                               | Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.         |

| PARCC   |   |
|---|---|
| Overall Claim for Grades 3-8  | Students demonstrate command of knowledge, skills, and practices embodied by the CCSS assessed at the grade/level course. Students will engage successfully in further studies in this content area.  |
| Overall Claim for Grade 11  | Students demonstrate command of knowledge, skills, and practices embodied by the CCSS assessed at the grade/level course. Students will succeed in entry-level, credit bearing courses in College English Composition or Literature, or introductory courses requiring college-level reading in a range of disciplines, such as history and the social sciences. Students performing at this level are exempt from having to take and pass college placement tests in two and four-year institutions of higher education designed to determine whether they are academically prepared for courses without need for remediation. |
| <b>In ELA/literacy, the general content claims at each level describe how well students are able to</b> |   |
| Claim #1  | Read and comprehend a range of sufficiently complex text independently  |
| Claim #2  | Write effectively when using and/or analyzing sources   |
| Claim #3  | Build and present knowledge through the integration, comparison, and synthesis of ideas   |
| Claim #4  | Use of context to determine the meaning of words and phrases  |



## ELA Examples of Defining Phrases

| Level 1   | Level 2   | Level 3   | Level 4   | Level 5                   |
|---|---|---|---|---------------------------|
|   | Emerging grasp  | Grasp   | Excellent grasp                                   |                           |
| Little or no ability  | Limited knowledge   | Fundamental knowledge   | Thorough knowledge                                |                           |
| Significant gaps in knowledge   | Partial understanding                                     | Solid academic performance                                      | Superior academic performance                     |                           |
|   | Limited success with challenging content                  | Success with challenging content                                | Success with most challenging content             |                           |
| Limited understanding   | Partial understanding                                     | Adequate understanding  | Strong understanding                              | Exceptional understanding |
| Do not demonstrate competency   | Limited competency  | Some competency   | Competence  | Superior competency       |
| Rarely  | Inconsistent/inadequate                                   | Adequate  | Thorough/consistent                               |                           |
| Little success  | Limited Success   | Partial Success   | Success   |                           |
|   | Limited Evidence  | Evidence  | Broad, in-depth evidence                          |                           |
|   | Solves simple or routine problems                         | Solves practical and real world problems                        | Solves complex programs                           |                           |
| Demonstrate extensive and significant gaps in prerequisite knowledge and skills | Demonstrate gaps in the prerequisite knowledge and skills | Demonstrate minor gaps in the prerequisite knowledge and skills | Demonstrate the prerequisite knowledge and skills |                           |
|   | Limited understanding                                     | Proficient problem solving                                      | Advanced problem solving                          |                           |
|   | Limited understanding                                     | Sufficient understanding  | Advanced understanding                            |                           |
| Beginning to apply  | Inconsistently apply                                      | Apply   | Consistently apply                                |                           |
| Little if any attainment  | Inconsistent attainment                                   | Satisfactory attainment   | Exceptional and consistent attainment             |                           |
| Very limited*   | Limited command   | Partial command   | Solid command                                     | Superior command          |
| Will likely need intensive intervention*  | Will likely need targeted support                         | May need some targeted support                                  | Well prepared                                     | Very well prepared        |
| Very unlikely to succeed*   | Unlikely to succeed                                       | May succeed   | Likely to succeed                                 | Very likely to succeed    |

\*Defining phrases used by PARCC



## Mathematics

| Smarter Balanced Assessment Consortium |  |
|--|--|
| Overall Claim for Grades 3-8           | "Students can demonstrate progress toward college and career readiness in mathematics."  |
| Overall Claim for Grade 11             | "Students can demonstrate college and career readiness in mathematics."  |
| Claim #1                               | <b>Concepts &amp; Procedures</b> "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."                |
| Claim #2                               | <b>Problem Solving</b> "Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies." |
| Claim #3                               | <b>Communicating Reasoning</b> "Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."                 |
| Claim #4                               | <b>Modeling and Data Analysis</b> "Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems."                  |

| PAROC  |   |
|--|---|
| Overall Claim for Grades 3-8   | Students demonstrate command of knowledge, skills, and practices embodied by the CCSS assessed at the grade/level course. Students will engage successfully in further studies in this content area.  |
| Overall Claim for Grade 11   | Students demonstrate command of knowledge, skills, and practices embodied by the CCSS assessed at the grade/level course. <u>Students will succeed in entry-level, credit bearing courses in College Algebra or Introductory statistics. Students performing at this level are exempt from having to take and pass college placement tests in two and four-year institutions of higher education designed to determine whether they are academically prepared for courses without need for remediation.</u> |
| <b>In Mathematics, the general content claims at each level describe how well students are able to</b> |   |
| Claim #1   | Solve problems involving the major content with connections to the practices  |
| Claim #2   | Solve problems involving the additional and supporting content with connections to the practices  |
| Claim #3   | Express mathematical reasoning by constructing viable arguments   |
| Claim #4   | Solve real world problems, engaging particularly in the Modeling Practice   |
| Claim #5   | Demonstrate fluency (grades 3-6)  |

## Mathematics Examples of Defining Phrases

| Level 1   | Level 2   | Level 3   | Level 4   | Level 5                   |
|---|---|---|---|---------------------------|
| Emerging grasp  | Grasp   | Excellent grasp   |   |                           |
| Little or no ability  | Limited knowledge   | Fundamental knowledge   | Thorough knowledge                                |                           |
| Significant gaps in knowledge   | Partial understanding                                     | Solid academic performance                                      | Superior academic performance                     |                           |
|   | Limited success with challenging content                  | Success with challenging content                                | Success with most challenging content             |                           |
| Limited understanding   | Partial understanding                                     | Adequate understanding  | Strong understanding                              | Exceptional understanding |
| Do not demonstrate competency   | Limited competency  | Some competency   | Competence  | Superior competency       |
| Rarely  | Inconsistent/inadequate                                   | Adequate  | Thorough/consistent                               |                           |
| Little success  | Limited Success   | Partial Success   | Success   |                           |
|   | Limited Evidence  | Evidence  | Broad, in-depth evidence                          |                           |
|   | Solves simple or routine problems                         | Solves practical and real world problems                        | Solves complex programs                           |                           |
| Demonstrate extensive and significant gaps in prerequisite knowledge and skills | Demonstrate gaps in the prerequisite knowledge and skills | Demonstrate minor gaps in the prerequisite knowledge and skills | Demonstrate the prerequisite knowledge and skills |                           |
|   | Limited understanding                                     | Proficient problem solving                                      | Advanced problem solving                          |                           |
|   | Limited understanding                                     | Sufficient understanding  | Advanced understanding                            |                           |
| Beginning to apply  | Inconsistently apply                                      | Apply   | Consistently apply                                |                           |
| Little if any attainment  | Inconsistent attainment                                   | Satisfactory attainment   | Exceptional and consistent attainment             |                           |
| Very limited*   | Limited command   | Partial command   | Solid command                                     | Superior command          |
| Will likely need intensive intervention*  | Will likely need targeted support                         | May need some targeted support                                  | Well prepared                                     | Very well prepared        |
| Very unlikely to succeed*   | Unlikely to succeed                                       | May succeed   | Likely to succeed                                 | Very likely to succeed    |

\*Defining phrases used by PARCC

## Appendix VII. Workshop Evaluations

## Smarter Balanced ALD-Writing Workshop

## Opening Session Evaluation

| Grade                     |                           | Content Area               |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 3-4 | <input type="radio"/> 5-6 | <input type="radio"/> ELA  |
| <input type="radio"/> 7-8 | <input type="radio"/> 11  | <input type="radio"/> Math |
| <input type="radio"/> HE  |                           |                            |

| Part 1 Directions: Please <i>consider the statements below</i> and fill in the bubble that corresponds to your level of agreement or disagreement with each statement. Please mark <b>only one</b> of the five options for each statement. | Strongly Agree        | Disagree              | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I understand the purpose of the ALD workshop.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The explanations provided by the facilitator(s) were clear.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I understand that the ALDs created at the workshop will be a draft recommendation and will not be finalized this week.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I read all of the pre-workshop material prior to the workshop.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I understand all of the pre-workshop material.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I understand the goals of the Smarter Balanced Assessment Consortia.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I believe that this process will result in valid ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I understand the uses of ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I have no concerns about the ALD development process at this point.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I am comfortable with what was presented in this Opening Session on ALDs and feel ready to move on to Round 1.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Part 2 Directions: YOUR TURN

- If you answered Disagree or Strongly Disagree to any of the above, please give us feedback on what can be done differently to change this outcome, or about what specific information Smarter Balanced/CTB/College Board can provide to help clarify. Indicate which survey question number you are referring above. Please write on the back of the page, if needed.
- If you would have any additional comments or feedback about the opening session, please use this space to share your thoughts.

## Smarter Balanced ALD-Writing Workshop

## Opening Session Evaluation

| Grade                     |                           | Content Area               |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 3-4 | <input type="radio"/> 5-6 | <input type="radio"/> ELA  |
| <input type="radio"/> 7-8 | <input type="radio"/> 11  | <input type="radio"/> Math |
| <input type="radio"/> HE  |                           |                            |

| Part 1 Directions: Please consider the statements below and fill in the bubble that corresponds to your level of agreement or disagreement with each statement. Please mark <b>only one</b> of the five options for each statement. | Strongly Agree        | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I understand the purpose of the ALD workshop.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The explanations provided by the facilitator(s) were clear.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I understand that the ALDs created at the workshop will be a draft recommendation and will not be finalized this week.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I read all of the pre-workshop material prior to the workshop.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I understand all of the pre-workshop material.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I understand the goals of the Smarter Balanced Assessment Consortium.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I understand the decisions that are to be made based on scores from the Smarter Balanced assessments.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I believe that this process will result in valid ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I understand the uses of ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I agree with the Policy ALDs developed by the meta-committee on Monday.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. I have no concerns about the ALD development process at this point.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. I am comfortable with what was presented in this Opening Session on ALDs and feel ready to move on to Round 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Part 2 Directions: YOUR TURN

- If you answered Disagree or Strongly Disagree to any of the above, please give us feedback on what can be done differently to change this outcome, or about what specific information Smarter Balanced/CTB/College Board can provide to help clarify. Indicate which survey question number you are referring above. Please write on the back of the page, if needed.
- If you would have any additional comments or feedback about the opening session, please use this space to share your thoughts.



## Smarter Balanced ALD-Writing Workshop

| <b>Part 1 Directions: ABOUT THE WORKSHOP</b>   |   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Please consider the statements below and fill in the bubble for the level of agreement or disagreement you have with each statement. A five-point rating scale ranging from Strongly Disagree to Strongly Agree is provided. Please bubble <i>only one</i> of the five options for each statement. |   |                       |                       |                       |                       |
| 1.   | The goals of this procedure were clear.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.   | I felt that this procedure was fair.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3.   | Participating in this workshop increased my familiarity with Smarter Balanced.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.   | Participating in this workshop increased my familiarity with the Common Core State Standards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5.   | The workshop was well organized.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.   | The facilitators were well informed about the process.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7.   | The training materials were helpful.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8.   | The training on Range ALDs made the task dear to me.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9.   | Overall, I believe my opinions were considered and valued by my group.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10.  | I had enough time to write Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11.  | I am confident that ALD-Writing Workshop produced valid ALDs.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12.  | Overall, my group's discussions were open and honest.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13.  | Overall, I valued the workshop as a professional development experience.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14.  | This experience will help me target instruction for the students in my classroom.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Part 2

#### Directions: ABOUT YOU

Please tell us about yourself. This information will be used for classification purposes and allows us to better understand the Bookmark Standard Setting Procedure. Please bubble *only one* choice for each question.

|   |   |   |   |
|---|---|---|---|
| <p>15. What is your occupation?</p> <p><input type="radio"/> Classroom Teacher</p> <p><input type="radio"/> K-12 Education, Non-Teacher</p> <p><input type="radio"/> Higher Education</p> <p><input type="radio"/> Other, Non-Education:</p> <p>_____</p> | <p>16. How many years have you worked in your current profession?</p> <p><input type="radio"/> 1-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-20</p> <p><input type="radio"/> 21+</p> | <p>17. What is your highest level of education?</p> <p><input type="radio"/> High School</p> <p><input type="radio"/> Bachelor's</p> <p><input type="radio"/> Master's</p> <p><input type="radio"/> Doctorate</p> | <p>18. What is your race?</p> <p><input type="radio"/> American Indian</p> <p><input type="radio"/> Asian/Pacific Islander</p> <p><input type="radio"/> African American</p> <p><input type="radio"/> White</p> <p><input type="radio"/> Other: _____</p> |
| <p>19. What is your ethnicity?</p> <p><input type="radio"/> Hispanic</p> <p><input type="radio"/> Not Hispanic</p>  | <p>20. What is your gender?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p>   | <p>21. Have you taught Special Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>  | <p>22. Have you taught English-language learners?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>  |
| <p>23. Have you taught Vocational Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>   | <p>24. Have you taught Alternative Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>  | <p>25. Have you taught Adult Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>  | <p>26. If you are a member of the Higher Education panel, please indicate your school type.</p> <p><input type="radio"/> College or University</p> <p><input type="radio"/> Community College</p>   |

### Part 3 Directions: YOUR TURN

Please feel free to add comments on any of your responses above, make suggestions to improve future standard settings, and/or tell us what you liked and did not like about this workshop on the back of this evaluation. *Thank you!*

## Smarter Balanced ALD-Writing Workshop

## College Content Ready, Round 1 Evaluation

| Grade                     |                           | Content Area               |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 3-4 | <input type="radio"/> 5-6 | <input type="radio"/> ELA  |
| <input type="radio"/> 7-8 | <input type="radio"/> 11  | <input type="radio"/> Math |
| <input type="radio"/> HE  |                           |                            |

| Part 1 Directions: Please consider the statements below and fill in the bubble that corresponds to your level of agreement or disagreement with each statement. Please mark <b>only one</b> of the five options for each statement. | Strongly Agree        | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I had thought about College Content Readiness prior to coming to this workshop.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The group listened to my opinions regarding the definitions of College Content Readiness.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Both the K-12 and Higher Education representatives contributed to the definition of College Content Readiness.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The edits (if any) that the group made to the definition of College Content Readiness were appropriate.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. My opinions were valued by the group.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. If a student is College Content Ready, then the student will succeed in college.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I am ready to move on to the next round.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Part 2 Directions: You used many pieces of information when discussing content readiness for college. Below is a list of information that you may have considered. Please indicate the importance of each piece of information using <b>only one</b> of the four options for each. | Not Important         | Somewhat Important    | Important             | Very Important        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Common Core State Standards   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Smarter Balanced Content Specifications   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Personal experience teaching content at grade level   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Personal experience working with students   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Opinion of fellow participants  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. PARCC Definition of College Readiness   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Other _____   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Part 3 Directions: Indicate the five pieces of information you found the most useful when discussing content readiness for college. Number the most important piece of information first. |
|---|
| 1 2 3 4 5   |
| 1 2 3 4 5   |
| 1 2 3 4 5   |
| 1 2 3 4 5   |
| 1 2 3 4 5   |
| 1 2 3 4 5   |
| 1 2 3 4 5   |

### Part 3 Directions: YOUR TURN

- If you answered Disagree or Strongly Disagree to any of the above, please give us feedback on what can be done differently to change this outcome, or about what specific information Smarter Balanced/CTB/College Board can provide to help clarify. Indicate which survey question number you are referring above. Please write on the back of the page, if needed.
- If you would have any additional comments or feedback about Round 1, please use this space to share your thoughts.



## Smarter Balanced ALD-Writing Workshop

## Range ALDs, Round 1 Evaluation

| Grade                     |                           | Content Area               |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 3-4 | <input type="radio"/> 5-6 | <input type="radio"/> ELA  |
| <input type="radio"/> 7-8 | <input type="radio"/> 11  | <input type="radio"/> Math |
| <input type="radio"/> HE  |                           |                            |

| <b>Part 1 Directions:</b> Please consider the statements below and fill in the bubble that corresponds to your level of agreement or disagreement with each statement. Please mark <b>only one</b> of the five options for each statement. |  | Strongly Agree        | Disagree              | Agree                 | Strongly Agree        |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.   | The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.   | I understand the purpose of Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3.   | I understand how to create Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.   | My group listened to my opinions when creating Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5.   | Both the K-12 and Higher Education representatives contributed to the developing the Range ALDs.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.   | The K-12 and Higher Education representatives were open-minded to each other's thoughts and opinions when developing the Range ALDs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7.   | My work was guided by the Policy ALDs and General Content ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8.   | I believe that this process will result in valid Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9.   | I feel comfortable defending the level of rigor articulated in the Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10.  | I am ready to move on to the next round.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| <b>Part 2 Directions:</b> You used many pieces of information when creating the Range ALDs. Below is a list of information that you may have considered. Please indicate the importance of each piece of information using <b>only one</b> of the four options for each. |   | Not Important         | Somewhat Important    | Important             | Very Important        |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1.   | Common Core State Standards                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2.   | Smarter Balanced Content Specifications             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3.   | Personal experience teaching content at grade level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4.   | Personal experience working with students           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5.   | Opinion of fellow participants                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6.   | PARCC Draft Performance Level Descriptors           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7.   | Policy ALDs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| <b>Part 3 Directions:</b> Indicate the five pieces of information you found the most useful when creating the Range ALDs. Number the most important piece of information first. |   |   |   |   |
|---|---|---|---|---|
| 1   | 2 | 3 | 4 | 5 |
| 1   | 2 | 3 | 4 | 5 |
| 1   | 2 | 3 | 4 | 5 |
| 1   | 2 | 3 | 4 | 5 |
| 1   | 2 | 3 | 4 | 5 |
| 1   | 2 | 3 | 4 | 5 |
| 1   | 2 | 3 | 4 | 5 |

## Part 4 Directions: YOUR TURN

- If you answered Disagree or Strongly Disagree to any of the above, please give us feedback on what can be done differently to change this outcome, or about what specific information Smarter Balanced/CTB/College Board can provide to help clarify. Indicate which survey question number you are referring above. Please write on the back of the page, if needed.
- If you would have any additional comments or feedback about the opening session, please use this space to share your thoughts.

## Smarter Balanced ALD-Writing Workshop

## Policy ALD, Round 2 Evaluation

| Grade                     |                           | Content Area               |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 3-4 | <input type="radio"/> 5-6 | <input type="radio"/> ELA  |
| <input type="radio"/> 7-8 | <input type="radio"/> 11  | <input type="radio"/> Math |
| <input type="radio"/> HE  |                           |                            |

| <b>Part 1 Directions:</b> Please <i>consider the statements below</i> and fill in the bubble that corresponds to your level of agreement or disagreement with each statement. Please mark <i>only one</i> of the five options for each statement. | Strongly Agree        | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I understand how the Smarter Balanced 4 achievement levels align to the 5 achievement levels of PARCC.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I agree that Smarter Balanced should stay with 4 achievement levels.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I believe that this process will result in valid Policy ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I understand the Smarter Balanced overall claims.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I understand the process used to parse the claims into the achievement levels.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I am ready to move on to the next round.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I feel comfortable defending the level of rigor articulated in the Policy ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I am ready to move on to the next round.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| <b>Part 2 Directions:</b> You used many pieces of information when creating the Policy ALDs. Below is a list of information that you may have considered. Please indicate the importance of each piece of information using <i>only one</i> of the four options for each. | Not Important         | Somewhat Important    | Important             | Very Important        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Common Core State Standards  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Smarter Balanced Content Specifications  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Personal experience teaching content at grade level  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Personal experience working with students  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Opinion of fellow participants   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. PARCC Draft Performance Level Descriptors  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Defining Phrases   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| <b>Part 3 Directions:</b> Indicate the five pieces of information you found the most useful when creating the Policy ALDs. Number the most important piece of information first. |
|--|
| ① ② ③ ④ ⑤  |
| ① ② ③ ④ ⑤  |
| ① ② ③ ④ ⑤  |
| ① ② ③ ④ ⑤  |
| ① ② ③ ④ ⑤  |
| ① ② ③ ④ ⑤  |
| ① ② ③ ④ ⑤  |

## Part 4 Directions: YOUR TURN

- Please describe how the four Smarter Balanced achievement levels align to the five PARCC performance levels.
- If you answered Disagree or Strongly Disagree to any of the above, please give us feedback on what can be done differently to change this outcome, or about what specific information Smarter Balanced/CTB/College Board can provide to help clarify. Indicate which survey question number you are referring above. Please write on the back of the page, if needed.
- If you would have any additional comments or feedback about the opening session, please use this space to share your thoughts.

## Smarter Balanced ALD-Writing Workshop

## Target ALDs, Round 2 Evaluation

| Grade                     |                           | Content Area               |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 3-4 | <input type="radio"/> 5-6 | <input type="radio"/> ELA  |
| <input type="radio"/> 7-8 | <input type="radio"/> 11  | <input type="radio"/> Math |
| <input type="radio"/> HE  |                           |                            |

| Part 1 Directions: Please consider the statements below and fill in the bubble that corresponds to your level of agreement or disagreement with each statement. Please mark <b>only one</b> of the five options for each statement. | Strongly Agree        | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I understand the purpose of Target ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I understand how to create Target ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. My group listened to my opinions when creating Target ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Both the K-12 and Higher Education representatives contributed to the developing the Target ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The K-12 and Higher Education representatives were open-minded to each other's thoughts and opinions when developing the Target ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. My work was guided by the Range and Policy ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I believe that this process will result in valid Target ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I feel comfortable defending the level of rigor articulated in the Target ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I am ready to move on to the next round.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Part 2 Directions: You used many pieces of information when creating the Target ALDs. Below is a list of information that you may have considered. Please indicate the importance of each piece of information using <b>only one</b> of the four options for each. | Not Important         | Somewhat Important    | Important             | Very Important        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Common Core State Standards   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Smarter Balanced Content Specifications   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Personal experience teaching content at grade level   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Personal experience working with students   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Opinion of fellow participants  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. PARCC Draft Performance Level Descriptors   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Policy ALDs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Range ALDs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Part 3 Directions: Indicate the five pieces of information you found the most useful when creating the Target ALDs. Number the most important piece of information first. |
|---|
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |
| <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5   |

## Part 4 Directions: YOUR TURN

- If you answered Disagree or Strongly Disagree to any of the above, please give us feedback on what can be done differently to change this outcome, or about what specific information Smarter Balanced/CTB/College Board can provide to help clarify. Indicate which survey question number you are referring to above. Please write on the back of the page, if needed.
- If you would have any additional comments or feedback about the opening session, please use this space to share your thoughts.

## Smarter Balanced ALD-Writing Workshop

## Grade 9 Range ALD, Round 3 Evaluation

| Grade                     |                           | Content Area               |
|---------------------------|---------------------------|----------------------------|
| <input type="radio"/> 3-4 | <input type="radio"/> 5-6 | <input type="radio"/> ELA  |
| <input type="radio"/> 7-8 | <input type="radio"/> 11  | <input type="radio"/> Math |
| <input type="radio"/> HE  |                           |                            |

| Part 1 Directions: Please consider the statements below and fill in the bubble that corresponds to your level of agreement or disagreement with each statement. Please mark <b>only one</b> of the five options for each statement. | Strongly Agree        | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The instructions and explanations provided by the facilitator(s) for this round of the workshop were clear.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I understand the purpose for developing Range ALDs for Grade 9.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The Grade 9 Range ALDs are aligned with the Grade 11 Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I believe that teachers will find the grade 9 Range ALDs useful.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I feel comfortable defending the level of rigor articulated in the grade 9 Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I had all the materials I needed to do my assigned work today.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. My work was guided by the Range and Policy ALDs for Grade 11.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I believe that this process will result in valid Grade 9 Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Part 2 Directions: You used many pieces of information when creating the Grade 9 Range ALDs. Below is a list of information that you may have considered. Please indicate the importance of each piece of information using <b>only one</b> of the four options for each. | Not Important         | Somewhat Important    | Important             | Very Important        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Common Core State Standards  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Smarter Balanced Content Specifications  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Personal experience teaching content at grade level  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Personal experience working with students  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Opinion of fellow participants   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. PARCC Draft Performance Level Descriptors  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Grade 11 Policy ALDs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Grade 11 Range ALDs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Grade 11 Target ALDs   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| Part 3 Directions: Indicate the five pieces of information you found the most useful when creating the Grade 9 Range ALDs. Number the most important piece of information first. |
|--|
| 1 2 3 4 5  |
| 1 2 3 4 5  |
| 1 2 3 4 5  |
| 1 2 3 4 5  |
| 1 2 3 4 5  |
| 1 2 3 4 5  |
| 1 2 3 4 5  |
| 1 2 3 4 5  |
| 1 2 3 4 5  |

## Part 4 Directions: YOUR TURN

- If you answered Disagree or Strongly Disagree to any of the above, please give us feedback on what can be done differently to change this outcome, or about what specific information Smarter Balanced/CTB/College Board can provide to help clarify. Indicate which survey question number you are referring to above. Please write on the back of the page, if needed.
- If you would have any additional comments or feedback about the opening session, please use this space to share your thoughts.

## Appendix VIII. Surveys from Review Cycles

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

Please only use this PDF for review; use the online survey to submit responses.

This survey asks for feedback on the first draft of the Smarter Balanced initial achievement level descriptors (ALDs) as well as the Smarter Balanced draft college content-readiness definition and policy framework. Please study the initial ALDs before completing this survey. The initial ALDs and college content-readiness material are located at the following link: <http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness>

The survey is divided into four sections:

- Policy and Content ALDs
- College Content-Readiness Definition and Policy Framework
- Range and Threshold ALDs
- Demographic Information

All information from the survey will be kept confidential.

## Completing the Survey

Including time to review the draft documents, this survey will take anywhere from 20 to 60 minutes to complete, depending on the level of feedback you provide.

If you would like to preview the survey, you may find a PDF of it at the following link: <http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness>

When answering the survey, please select only a single content area. For example, you may choose to complete the survey for Mathematics first. You are welcome (and encouraged!) to also complete the survey for English language arts/literacy. Please complete all sections of the survey. The \* denotes a required question.

## Questions?

For questions about the survey instructions or survey items, please contact Dorothy Tele'a by email at [Dorothy\\_Tele'a@ctb.com](mailto:Dorothy_Tele'a@ctb.com).

For questions about survey logistics (problems with the survey web site, alternate means of providing data), please contact Jennifer Rodriguez by email at [Jennifer\\_Rodriguez@ctb.com](mailto:Jennifer_Rodriguez@ctb.com).

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

**Thank you for taking the time to review and comment on the draft of the Smarter Balanced draft initial ALDs. Again, please study the initial ALDs and college content-readiness material before completing the survey. Please complete all questions with an \*. All answers are confidential.**

Please complete a separate survey if you would like to provide feedback on the other content area.

**\*1. I am completing this survey for:**

- ☐ Mathematics
- ☐ English language arts/literacy



## Review of Smarter Balanced Initial ALDs, College Content-Readiness

**\*2. The Policy ALDs and Content ALDs set the tone for the testing program. Please rate your level of agreement with the following statements regarding the Policy ALDs and Content ALDs.**

|   | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The Policy ALDs articulate the overall assessment claims of the Smarter Balanced Assessment Consortium for each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The Policy ALDs are rigorous, setting high expectations for students.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The Content ALDs articulate the specific content claims of the Smarter Balanced Assessment Consortium for each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Please describe any changes you would make to the Policy ALDs or to the Content ALDs.**

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

**\*3. The college content-readiness definition and policy framework articulate the Smarter Balanced expectations for Grade 11 students. Please rate your level of agreement with the following statements.**

|   | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The college content-readiness definition articulates clearly the implications of a score at Level 3 or 4 on the Grade 11 summative assessment.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The college content-readiness definition clearly articulates the meaning of a college readiness score in Grade 11.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The Policy Framework lays out a logical set of outcomes and implications for student performance at each achievement level on the Grade 11 summative assessment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**4. Please describe any changes you would make to the definition for college content readiness.**

**5. Please describe any changes you would make to the Policy Framework.**

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

**\*6. The Policy ALDs are delineated by the defining phrases: deep command, sufficient command, partial command, and minimal command. The next set of questions will ask for your feedback on these defining phrases. Please rate your level of agreement for each of the following statements about the defining phrases.**

|   | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Overall, I am satisfied with the defining phrases used by Smarter Balanced.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I like the use of the word "command" to differentiate student performance in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I have no suggestions for revising the defining phrases.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Please describe any changes you would make to the defining phrases.**

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

### **\*7. The Policy and Content ALDs should set a tone for the overall testing program.**

**Please rate how you think the Policy or Content ALDs will influence expectations in your state.**

|   | Decrease Expectations | No influence          | Increase Expectations | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. In what way do you think that the Policy ALDs will influence teacher expectations for students in your state?                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. In what way do you think that the Policy ALDs will influence parent expectations for students in your state?                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In what way do you think that the Content ALDs for the specific content claims will influence teacher expectations for students in your state? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In what way do you think that the Content ALDs for the specific content claims will influence parent expectations for students in your state?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**\*8. The Range and Threshold ALDs are specific to each grade within a content area. The Range ALDs describe the knowledge, skills, and processes of all students within an achievement level for a particular grade. Range ALDs may be used by item writers so that they understand the vision Smarter Balanced has for students in each level of achievement. These ALDs are based on the assessment targets and Common Core State Standards.**

**The Threshold ALDs describe the knowledge, skills, and processes of the students who are just entering an achievement level. Threshold ALDs are used by standard setting panelists to help set cut scores. These ALDs are derived from the Range ALDs.**

**Do you want to provide feedback on the ALDs for Grade 3?**

☐ Yes

☐ No

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

## \*9. For each statement, please indicate the extent to which you agree or disagree.

|  | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I believe that the Range ALDs will provide useful guidance for item writers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I believe that the Range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In general, the Range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In general, the Range ALDs represent the level of rigor expected by the Common Core State Standards.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I believe that the Range ALDs describe the full array of students within each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The Threshold ALDs appear to derive directly from the Range ALDs.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The Level 1 Range ALDs describe the full array of students who would be classified at Level 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The Level 2 Range ALDs describe the full array of students who would be classified at Level 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The Level 2 Threshold ALDs describe the knowledge and skills of the student who has just entered Level 2.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The Level 3 Range ALDs describe the full array of students who would be classified at Level 3.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The Level 3 Threshold  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

ALDs describe the knowledge and skills of the student who has just entered Level 3.

12. The Level 4 Range ALDs describe the full array of students who would be classified at Level 4.

13. The Level 4 Threshold ALDs describe the knowledge and skills of the student who has just entered Level 4.

14. The learning progression that is described from Level 1 through Level 4 is logical and clear.

**Please describe any changes you would make to the Range ALDs.**

**10. Please describe any changes you would make to the Threshold ALDs.**



**\*11. The Range and Threshold ALDs are specific to each grade within a content area. The Range ALDs describe the knowledge, skills, and processes of all students within an achievement level for a particular grade. Range ALDs may be used by item writers so that they understand the vision Smarter Balanced has for students in each level of achievement. These ALDs are based on the assessment targets and Common Core State Standards.**

**The Threshold ALDs describe the knowledge, skills, and processes of the students who are just entering an achievement level. Threshold ALDs are used by standard setting panelists to help set cut scores. These ALDs are derived from the Range ALDs.**

**Do you want to provide feedback on ALDs for Grade 4?**

☐ Yes

☐ No

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

## \*12. For each statement, please indicate the extent to which you agree or disagree.

|  | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I believe that the Range ALDs will provide useful guidance for item writers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I believe that the Range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In general, the Range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In general, the Range ALDs represent the level of rigor expected by the Common Core Content Standards.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I believe that the Range ALDs describe the full array of students within each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The Target ALDs appear to derive directly from the Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The Level 1 Range ALDs describe the full array of students who would be classified at Level 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The Level 2 Range ALDs describe the full array of students who would be classified at Level 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The Level 2 Threshold ALD describe the knowledge and skills of the student who has just entered Level 2.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The Level 3 Range ALDs describe the full array of students who would be classified at Level 3.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The Level 3 Threshold  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

ALD describe the knowledge and skills of the student who has just entered Level 3.

12. The Level 4 Range ALDs describe the full array of students who would be classified at Level 4.

13. The Level 4 Threshold ALD describe the knowledge and skills of the student who has just entered Level 4.

14. The learning progression that is described from Level 1 through Level 4 is logical and clear.

**Please describe any changes you would make to the Range ALDs.**

**13. Please describe any changes you would make to the Threshold ALDs.**

**\*14. The Range and Threshold ALDs are specific to each grade within a content area. The Range ALDs describe the knowledge, skills, and processes of all students within an achievement level for a particular grade. Range ALDs may be used by item writers so that they understand the vision Smarter Balanced has for students in each level of achievement. These ALDs are based on the assessment targets and Common Core State Standards.**

**The Threshold ALDs describe the knowledge, skills, and processes of the students who are just entering an achievement level. Threshold ALDs are used by standard setting panelists to help set cut scores. These ALDs are derived from the Range ALDs.**

**Do you want to provide feedback on ALDs for Grade 5?**

☐ Yes

☐ No

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

## \*15. For each statement, please indicate the extent to which you agree or disagree.

|  | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I believe that the Range ALDs will provide useful guidance for item writers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I believe that the Range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In general, the Range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In general, the Range ALDs represent the level of rigor expected by the Common Core Content Standards.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I believe that the Range ALDs describe the full array of students within each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The Target ALDs appear to derive directly from the Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The Level 1 Range ALDs describe the full array of students who would be classified at Level 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The Level 2 Range ALDs describe the full array of students who would be classified at Level 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The Level 2 Threshold ALD describe the knowledge and skills of the student who has just entered Level 2.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The Level 3 Range ALDs describe the full array of students who would be classified at Level 3.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The Level 3 Threshold  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

ALD describe the knowledge and skills of the student who has just entered Level 3.

12. The Level 4 Range ALDs describe the full array of students who would be classified at Level 4.

13. The Level 4 Threshold ALD describe the knowledge and skills of the student who has just entered Level 4.

14. The learning progression that is described from Level 1 through Level 4 is logical and clear.

**Please describe any changes you would make to the Range ALDs.**

**16. Please describe any changes you would make to the Threshold ALDs.**

**\*17. The Range and Threshold ALDs are specific to each grade within a content area. The Range ALDs describe the knowledge, skills, and processes of all students within an achievement level for a particular grade. Range ALDs may be used by item writers so that they understand the vision Smarter Balanced has for students in each level of achievement. These ALDs are based on the assessment targets and Common Core State Standards.**

**The Threshold ALDs describe the knowledge, skills, and processes of the students who are just entering an achievement level. Threshold ALDs are used by standard setting panelists to help set cut scores. These ALDs are derived from the Range ALDs.**

**Do you want to provide feedback on ALDs for Grade 6?**

☐ Yes

☐ No

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

## \*18. For each statement, please indicate the extent to which you agree or disagree.

|  | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I believe that the Range ALDs will provide useful guidance for item writers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I believe that the Range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In general, the Range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In general, the Range ALDs represent the level of rigor expected by the Common Core Content Standards.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I believe that the Range ALDs describe the full array of students within each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The Target ALDs appear to derive directly from the Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The Level 1 Range ALDs describe the full array of students who would be classified at Level 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The Level 2 Range ALDs describe the full array of students who would be classified at Level 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The Level 2 Threshold ALD describe the knowledge and skills of the student who has just entered Level 2.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The Level 3 Range ALDs describe the full array of students who would be classified at Level 3.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The Level 3 Threshold  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## Review of Smarter Balanced Initial ALDs, College Content-Readiness

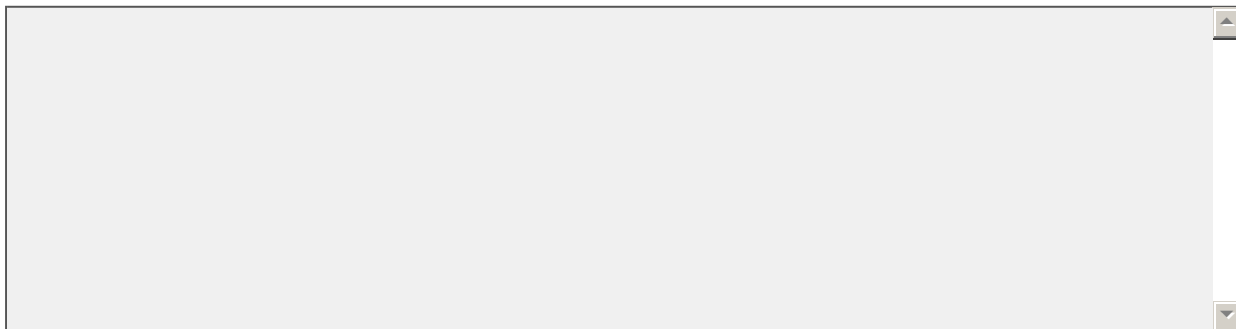
ALD describe the knowledge and skills of the student who has just entered Level 3.

12. The Level 4 Range ALDs describe the full array of students who would be classified at Level 4.

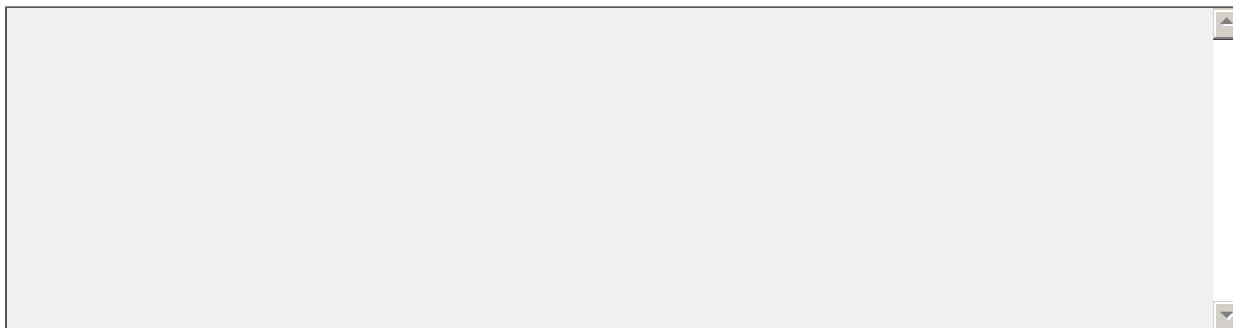
13. The Level 4 Threshold ALD describe the knowledge and skills of the student who has just entered Level 4.

14. The learning progression that is described from Level 1 through Level 4 is logical and clear.

**Please describe any changes you would make to the Range ALDs.**



**19. Please describe any changes you would make to the Threshold ALDs.**



**\*20. The Range and Threshold ALDs are specific to each grade within a content area. The Range ALDs describe the knowledge, skills, and processes of all students within an achievement level for a particular grade. Range ALDs may be used by item writers so that they understand the vision Smarter Balanced has for students in each level of achievement. These ALDs are based on the assessment targets and Common Core State Standards.**

**The Threshold ALDs describe the knowledge, skills, and processes of the students who are just entering an achievement level. Threshold ALDs are used by standard setting panelists to help set cut scores. These ALDs are derived from the Range ALDs.**

**Do you want to provide feedback on ALDs for Grade 7?**

☐ Yes

☐ No

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

## \*21. For each statement, please indicate the extent to which you agree or disagree.

|  | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I believe that the Range ALDs will provide useful guidance for item writers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I believe that the Range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In general, the Range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In general, the Range ALDs represent the level of rigor expected by the Common Core Content Standards.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I believe that the Range ALDs describe the full array of students within each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The Target ALDs appear to derive directly from the Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The Level 1 Range ALDs describe the full array of students who would be classified at Level 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The Level 2 Range ALDs describe the full array of students who would be classified at Level 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The Level 2 Threshold ALD describe the knowledge and skills of the student who has just entered Level 2.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The Level 3 Range ALDs describe the full array of students who would be classified at Level 3.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The Level 3 Threshold  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

ALD describe the knowledge and skills of the student who has just entered Level 3.

12. The Level 4 Range ALDs describe the full array of students who would be classified at Level 4.

13. The Level 4 Threshold ALD describe the knowledge and skills of the student who has just entered Level 4.

14. The learning progression that is described from Level 1 through Level 4 is logical and clear.

**Please describe any changes you would make to the Range ALDs.**

**22. Please describe any changes you would make to the Threshold ALDs.**

**\*23. The Range and Threshold ALDs are specific to each grade within a content area. The Range ALDs describe the knowledge, skills, and processes of all students within an achievement level for a particular grade. Range ALDs may be used by item writers so that they understand the vision Smarter Balanced has for students in each level of achievement. These ALDs are based on the assessment targets and Common Core State Standards.**

**The Threshold ALDs describe the knowledge, skills, and processes of the students who are just entering an achievement level. Threshold ALDs are used by standard setting panelists to help set cut scores. These ALDs are derived from the Range ALDs.**

**Do you want to provide feedback on ALDs for Grade 8?**

☐ Yes

☐ No

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

## \*24. For each statement, please indicate the extent to which you agree or disagree.

|  | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I believe that the Range ALDs will provide useful guidance for item writers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I believe that the Range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In general, the Range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In general, the Range ALDs represent the level of rigor expected by the Common Core Content Standards.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I believe that the Range ALDs describe the full array of students within each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The Target ALDs appear to derive directly from the Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The Level 1 Range ALDs describe the full array of students who would be classified at Level 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The Level 2 Range ALDs describe the full array of students who would be classified at Level 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The Level 2 Threshold ALD describe the knowledge and skills of the student who has just entered Level 2.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The Level 3 Range ALDs describe the full array of students who would be classified at Level 3.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The Level 3 Threshold  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

ALD describe the knowledge and skills of the student who has just entered Level 3.

12. The Level 4 Range ALDs describe the full array of students who would be classified at Level 4.

13. The Level 4 Threshold ALD describe the knowledge and skills of the student who has just entered Level 4.

14. The learning progression that is described from Level 1 through Level 4 is logical and clear.

**Please describe any changes you would make to the Range ALDs.**

**25. Please describe any changes you would make to the Threshold ALDs.**

**\*26. The Range and Threshold ALDs are specific to each grade within a content area. The Range ALDs describe the knowledge, skills, and processes of all students within an achievement level for a particular grade. Range ALDs may be used by item writers so that they understand the vision Smarter Balanced has for students in each level of achievement. These ALDs are based on the assessment targets and Common Core State Standards.**

**The Threshold ALDs describe the knowledge, skills, and processes of the students who are just entering an achievement level. Threshold ALDs are used by standard setting panels to help set cut scores. These ALDs are derived from the Range ALDs.**

**Do you want to provide feedback on ALDs for Grade 11?**

☐ Yes

☐ No



# Review of Smarter Balanced Initial ALDs, College Content-Readiness

## \*27. For each statement, please indicate the extent to which you agree or disagree.

|  | Strongly Agree        | Agree                 | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I believe that the Range ALDs will provide useful guidance for item writers.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I believe that the Range ALDs will help teachers understand Smarter Balanced's expectations for students in each achievement level.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. In general, the Range ALDs effectively articulate the specific expectations that Smarter Balanced has for students in each achievement level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. In general, the Range ALDs represent the level of rigor expected by the Common Core Content Standards.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I believe that the Range ALDs describe the full array of students within each achievement level.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The Target ALDs appear to derive directly from the Range ALDs.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The Level 1 Range ALDs describe the full array of students who would be classified at Level 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The Level 2 Range ALDs describe the full array of students who would be classified at Level 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The Level 2 Threshold ALD describe the knowledge and skills of the student who has just entered Level 2.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The Level 3 Range ALDs describe the full array of students who would be classified at Level 3.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. The Level 3 Threshold  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

ALD describe the knowledge and skills of the student who has just entered Level 3.

12. The Level 4 Range ALDs describe the full array of students who would be classified at Level 4.

13. The Level 4 Threshold ALD describe the knowledge and skills of the student who has just entered Level 4.

14. The learning progression that is described from Level 1 through Level 4 is logical and clear.

**Please describe any changes you would make to the Range ALDs.**

**28. Please describe any changes you would make to the Threshold ALDs.**

## About You

In this section, we would like to find out more information about you.

**\* 29. In what state do you work?**

**\* 30. What is the name of your organization?**

**\* 31. Are you submitting this feedback on behalf of yourself or for a group?**

- ☐ As an individual.
- ☐ On behalf of a group.

**\*32. How many people are in the group?**

**\*33. Please check all the appropriate boxes to describe the background of the group:**

- ☐ K-8 educator
- ☐ K-8 administrator
- ☐ High school educator
- ☐ High school administrator
- ☐ State-level employee in the state assessment division
- ☐ State-level employee in division other than assessment
- ☐ Community college faculty member
- ☐ Community college administrator
- ☐ 4-year college or university faculty member
- ☐ 4 year college or university administrator
- ☐ Vendor for Smarter Balanced
- ☐ Member of a Smarter Balanced Work Group
- ☐ Interested member of the public
- ☐ Other (please describe)

**\*34. Which of the following best describes your primary position:**

- ☐ State education agency staff
- ☐ Local education agency staff
- ☐ School leader or teacher
- ☐ Higher education administrator
- ☐ Higher education faculty
- ☐ Other (please specify)

**\*35. What role, if any, do you play within Smarter Balanced?**

- ☐ Work Group Member
- ☐ TAC or other Advisory Committee Member
- ☐ K-12 State Lead
- ☐ Higher Education Lead
- ☐ Vendor
- ☐ No role

**\*36. Do you work in a school district?**

- ☐ Yes
- ☐ No

**\*37. How would you classify your school district?**

- ☐ Urban
- ☐ Suburban
- ☐ Rural

**\*38. What is the percentage of free and reduced lunch in your school district?**

- ☐ 0 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%

# Review of Smarter Balanced Initial ALDs, College Content-Readiness

The following questions are optional.

## 39. Your First Name

## 40. Your Last Name

## 41. What is your gender?

- ☐ Male
- ☐ Female

## 42. What is your ethnicity?

- ☐ Hispanic/Latino
- ☐ Non-Hispanic/Non-Latino

## 43. What is your race? (select all that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White

## 44. Smarter Balanced may wish to follow up on your survey responses. If you consent to being contacted, please list either an email address or phone number.

## Review of Smarter Balanced Initial ALDs, College Content-Readiness

**Thank you for completing this survey.**

**If you want to complete the survey for the other content area, please go to the survey link.**



## Appendix IX. Original Design for the Review Cycles

## Original Design for Review Periods<sup>1</sup>

Once the draft initial ALDs are completed, CTB will manage the process of gathering stakeholder feedback. We will work closely with SBAC staff and work group leaders to identify appropriate candidates for the review panels. We will begin recruiting these reviewers immediately upon award so that the various review panels will be in place as soon as the initial draft of the ALDs is completed.

The College Board is a membership institution, comprised of more than 5,900 individuals, institutions, and agencies. Higher education delegates represent both public and private institutions, as well as higher education systems from all states and territories. The College Board has extensive experience in soliciting professionals from higher education to participate in standard setting and assessment development activities. Using these resources, the College Board will work with SMARTER Balanced to determine a meaningful sample of representatives from various states and institution types to serve on the ALD development panel.

We propose to use a series of webinars and questionnaires to gather information from the various review panels. Webinar dates will be set in early June and reviewers will be recruited who will be able to participate in the reviews during the established timeframe. Due to the short timeframe for the completion of the panel reviews, we will schedule the webinars and begin recruiting reviewers immediately upon contract award.

We anticipate the reviewer groups will consist of volunteers who are willing to participate in a live webinar session followed by the completion of an online review questionnaire. Each one-hour live webinar will present the following information;

- Introduction to the development of the ALDs
- Brief description of the methodology used by the development committee
- Overview of the organization of the ALD document(s)
- Guidelines for review and instructions for completing the online survey

Review questions will reflect the criteria describe in Sec. 2.10.

### *Version 2*

The first review panel will consist of representatives from the contractors who have worked on the previous SBAC projects: 04, 05, 06, 09, 14, and 15. To date, that would include representatives from Measured Progress, Educational Testing Service (ETS), and CTB/McGraw-Hill. We will also include representatives from the associated work groups: Item Development, Test Design, Performance Tasks, Accessibility and Accommodations, and the Validation and Psychometric work groups. Because of the webinar and questionnaire format that we are proposing, we could accommodate 1-2 members from each of these stakeholder groups and anticipate between 10 and 15 participants in this round of review. CTB content experts will review the comments from this stakeholder group and appropriate revisions will be made to produce Version 2. The specific process for incorporating comments is described in Sec. 2.11.

### *Version 3*

The second review panel will consist of the Smarter Balanced Executive Committee and the Smarter Balanced higher education state membership. Because of the summer timeframe, it is possible that not all Higher Education Leads would be available to participate, but would be able to name a qualified delegate. We would anticipate that this review would consist of 20-25 participants.

<sup>1</sup> This design was part of the original CTB proposal response to the Smarter Balanced RFP #12.

College Board will facilitate the webinar and review activities for this review. CTB content experts will work with the College Board to apply the feedback from these reviews to produce Version 3.

#### ***Version 4***

The third review panel will solicit feedback for the Smarter Balanced TAC and the K-12 state membership. Given the timing of these reviews, it is likely that this review will occur after the regular TAC meeting in July. We will work closely with the SBAC Executive Committee to identify the appropriate state representatives to participate in this review. In order to be inclusive of all SBC member states, we anticipate that this review may accommodate up to 30 people. CTB will coordinate this review and the preparation of Version 4.

#### ***Version 5***

Throughout the feedback and review cycles described above, we will work with the SBAC leadership to identify other appropriate stakeholder groups from which to elicit feedback. We will identify PARCC representatives to invite, perhaps PARCC TAC members or others working on similar ALD development for PARCC. We will also reach out to other policy or educational groups from which SBAC might wish to gain feedback on this draft of the ALD documents. The participants in this review will be identified early in the project. CTB will facilitate this review and recommend revisions to SBAC to create Version 5.

#### ***Version 6***

Version 6 will represent the final ALD deliverables from this contract.



## Appendix X. ELA/Literacy Initial ALDs

## Introduction

The Smarter Balanced Assessment Consortium (Smarter Balanced) has developed an interconnected system of initial achievement level descriptors (ALDs) for English language arts/literacy (ELA/literacy) and mathematics that are aligned with the Common Core State Standards (CCSS) and the Smarter Balanced assessment claims (see Definition of Terms). ALDs are commonly used in K–12 statewide assessments to explain the knowledge, skills, and processes that students display at predetermined levels of achievement (e.g., Basic, Proficient, and Advanced). These ALDs are often found on student-level score reports or on state aggregate reports so that stakeholders, such as parents and teachers, can understand the types of knowledge, skills, and processes that students have demonstrated on an assessment.

In its Content Specifications documents, Smarter Balanced defines the assessment claims and articulates how the CCSS would be demonstrated with assessment items and tasks. At a finer level of detail, the Content Specifications also include assessment targets that map the CCSS onto statements of evidence that will be collected through the assessment. The ALDs presented in this document have been developed by referring consistently to the Content Specifications and the CCSS. As a result, the ALDs reflect the depth and rigor of the CCSS as well as the way in which Smarter Balanced intends to assess the CCSS.

The ALDs presented in this document represent a new direction in the focus and purpose of ALDs. In the past, ALDs were developed near the end of the test development cycle and could only summarize student performance. This new approach allows for the development of ALDs at the beginning of the test development cycle so that expectations for student performance may guide the way tests are conceived and produced.

There is an additional unique aspect of these ALDs. Because the CCSS are grounded in expectations for college and career readiness, the Smarter Balanced assessments are being deliberately designed to measure each student's progress toward meeting those expectations. The ALDs presented here are linked to an operational definition of college content-readiness as well as a policy framework to guide score interpretation for high schools and colleges. Smarter Balanced does not yet have a parallel operational definition and framework for career readiness; however, it is working toward this end and will amend this document when those materials are ready for public review.

## Definition of Terms

**Assessment Claims** are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessments. At each grade level within mathematics and ELA/literacy, there is one overall claim encompassing the entire content area and four specific content claims. Students will receive a score on each overall claim and scores for the specific content claims.

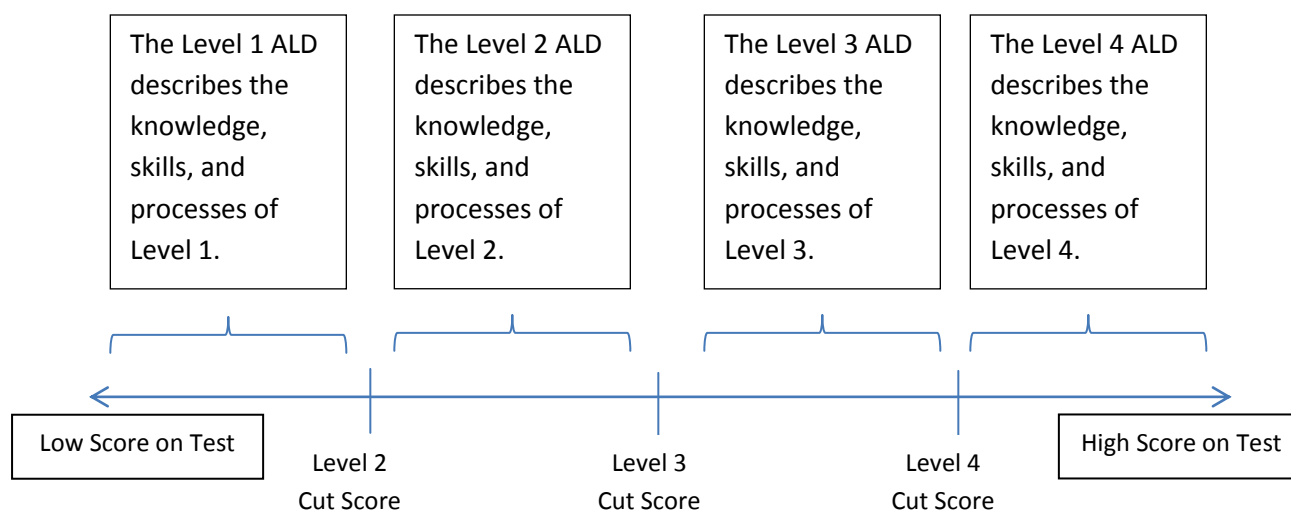
**Content Categories** are sub-categories that apply to some, but not all, specific assessment claims. For example, within the specific content claim “Reading” there are two content categories: “Informational Text” and “Literary Text.”

**Assessment Targets** connect the CCSS to evidence that will be collected from the assessment. The targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and claims. Assessment targets are used to guide the development of items and tasks that will measure the CCSS.

**Standard Setting** is the process whereby educators recommend threshold test scores that separate students into achievement levels.

**Governing States** are member states that have committed to using the Smarter Balanced Assessment System and have voting privileges on Consortium policy; 21 of the consortium's 25 member states are governing states.

This document provides an overview of the ALDs including their use and purpose, summarizes the process used to create the ALDs, describes the designation of college and career readiness for Grade 11 students, and provides the proposed ALDs.



**Figure 1. Relationship between Test Scale and ALDs**

### What Are Achievement Level Descriptors?

Achievement level descriptors (ALDs) are a means of describing performance on a standardized test in terms of levels or categories of performance. For the Smarter Balanced assessments, outcomes will be reported in terms of four levels of achievement: Level 1, Level 2, Level 3, and Level 4. The ALDs are text descriptions of the knowledge, skills, and processes demonstrated by students in each category of performance. The policy, range, and threshold ALDs (see page 3 for definitions of the ALDs) provided with this report are labeled as “initial” because they all will be refined and finally adopted by Smarter Balanced after student performance data are collected through a national field test and after standard setting occurs. In addition, they will be augmented to include the reporting ALDs. This will ensure a seamless integration of the ALDs with student performance measures.<sup>1</sup>

Figure 1 shows the relationship between performance on a standardized assessment and the ALDs. The horizontal line in Figure 1 represents the test scale, which ranges from low test scores to high test scores. Low test scores signify poorer performance on the test than do high test scores. The horizontal line is separated by three cut scores into four levels of achievement. The cut scores represent the test score necessary for a student to move from one level of achievement to the next highest level.

A higher score on the test reflects a greater accumulation of knowledge, skills, and processes. ALDs are cumulative, where the knowledge, skills, and processes of lower level ALDs are assumed by the

<sup>1</sup> The mathematics ALDs arise from the Smarter Balanced Assessment Targets and the closely associated CCSS. In some instances, the CCSS aligned to a particular target do not lend themselves to a range of 4 levels of ALDs as the associated skill requires mastery at the level 3 range. In such cases, there will appear no level 4 range ALD.

higher level ALDs. For example, a Level 3 student is assumed to be able to possess the knowledge, skills, and processes described in Levels 1 and 2.

The most commonly understood use of ALDs is to communicate the meaning of test scores. When ALDs are used for reporting scores, parents, teachers, and other stakeholders are provided summaries of the different levels of performance in terms that can be readily understood. It is important to recognize, however, that there are other purposes for ALDs beyond score reporting, including guidance for policy and standard setting (establishment of cut scores) as well as item development. To address the entire set of purposes, Smarter Balanced has developed a system of interrelated ALDs that support the entire testing program. This system includes four types of ALDs, which are defined below and summarized in Table 1.

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards. These descriptors set the tone for the subsequent descriptors. These ALDs are very high-level and are most often used by policymakers. For Smarter Balanced, there will be two types of policy ALDs, including the policy ALDs that are aligned to Smarter Balanced's overall claims and the Content ALDs that are aligned to Smarter Balanced's content claims.
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing; these ALDs describe the cognitive and content rigor that is encompassed within particular achievement levels. The range ALDs are developed at the beginning of the testing program. The knowledge, skills, and processes described in the range ALDs are ones that are expected of students; in other words, they are knowledge, skills, and processes that students *should* have.
- **Threshold ALDs** are created in conjunction with or following range ALDs and are used to guide standard setting. The threshold ALDs are a subset of the range ALDs and use only the information from the range ALDs that defines the minimum performance required for meeting a particular achievement-level expectation. As with the range ALDs, these ALDs also reflect the knowledge, skills, and processes that are expected of students. As stated above, the knowledge, skills, and processes in ALDs are cumulative. For the threshold ALDs, it is important to understand that they reflect the cumulative skills of the range ALDs, not just the threshold ALDs. The student who has achieved the threshold Level 3 is assumed to have the knowledge, skills, and processes of the range Levels 1 and 2 ALDs.
- **Reporting ALDs** are the final ALDs that are developed following standard setting. They will provide guidance to stakeholders on how to interpret student performance on the test. These ALDs will be written after the standard setting in summer 2014. An important difference between the reporting ALDs and the range/threshold ALDs is that the reporting ALDs reflect student test performance. As such, they reflect the knowledge, skills, and processes that students *can* do.

These ALDs are not intended to provide guidance to classroom teachers for curriculum or individual student decisions. Such guidance will be provided through the formative assessments.

**Table 1. ALDs by Use, Purpose, and Intended Audience**

| ALD Type  | Use  | Purpose   | Intended Audience   |
|-----------|--|---|---|
| Policy    | Test development and conceptualization                 | Set tone for the rigor of performance standards expected by sponsoring agency   | Policymakers  |
| Range     | Item-writing guidance                                  | Define content range and limits   | Item writers and test developers  |
| Threshold | Cut-score recommendation and standard-setting guidance | Define threshold performance at each achievement level  | Standard-setting panelists  |
| Reporting | Test-score interpretation                              | Describe the knowledge, skills, and processes that test takers demonstrate and indicate the knowledge and skills that must be developed to attain the next level of achievement | Stakeholders, such as parents, students, teachers, K–12 leaders, and higher-education officials |

**A Note Regarding Mathematics ALDs.** As elaborated in the Content Specifications (see pages 16 and 17 in particular), Smarter Balanced aims to assess multiple dimensions of mathematical proficiency. These ALDs should be read and understood accordingly, with student achievement progressing not only in familiar dimensions but in some new ways reflecting the coherence, focus, and rigor of the standards. Familiar dimensions include the number of steps a student can perform to reach a correct solution ( e.g., the size of denominators a student can work with in problems involving fractions), while new dimensions include a student's ability to reason and his or her facility with multiple representations ( e.g., in making use of functions).

### **Developing Achievement Level Descriptors for Smarter Balanced**

The creation of ALDs was identified as a major work effort in Smarter Balanced's overall work plan. The ALDs and associated materials were developed in partnership with and under the guidance of the developers at CTB/McGraw-Hill. The ALDs associated with this document were created at the ALD-Writing Workshop and have been revised based on feedback from Smarter Balanced staff, work groups and technical advisors; state K–12 and HigherEducation leads; and interested stakeholders from Smarter Balanced Governing States.

#### **ALD-Writing Workshop**

Smarter Balanced held a workshop at the beginning of October 2012 to draft its initial policy, range, and threshold ALDs. K–12 and higher-education representatives from each Governing State participated in the workshop. The workshop panelists included K–12 teachers and administrators, as well as faculty from two- and four-year colleges and universities. Individuals who had strong knowledge of the CCSS and/or had participated previously in developing achievement level descriptors or learning outcome statements were nominated by their states' K–12 and Higher-



Education Leads (the primary state representatives to Smarter Balanced) and were selected by Smarter Balanced staff, volunteer leaders, and contractors. Members of the Smarter Balanced Technical Advisory Committee and individuals from Student Achievement Partners who were primary writers of the CCSS all attended the workshop to act as expert advisors. Appendix A lists all workshop panelists as well as workshop facilitators.

To create the ALDs, the workshop panelists examined both the Smarter Balanced Content Specifications ([www.smarterbalanced.org/smarter-balanced-assessments/](http://www.smarterbalanced.org/smarter-balanced-assessments/)) and the CCSS ([www.corestandards.org](http://www.corestandards.org)). For the policy ALDs, the panelists delineated the Smarter Balanced overall claims and content claims described in the Content Specifications into achievement levels. The range and threshold ALDs drew upon the assessment targets in the Smarter Balanced Content Specifications, as well as the specific content standards in the CCSS that underlie the assessment targets.

### **Review Cycles and Public Feedback**

Following the workshop, a series of reviews have taken place. First, an internal review by Smarter Balanced staff was undertaken. This was followed by a public review period where Smarter Balanced collected feedback through an online survey. Following the public review and associated revisions, a final review was conducted by K–12 and Higher Education state leads.

In general, the review provided refinements in a variety of directions. Some particular concerns that were raised and addressed included

- greater distinctions between levels;
- clarity regarding terminology throughout the document, with specific attention focused on the defining phrases;
- consistency of language throughout the document (such as between policy, range, and threshold ALDs);
- clarity regarding the impact of providing a college-readiness statement while a student is in Grade 11;
- clarity of the parameters of college readiness (e.g., is college readiness more than academics?).

The initial ALDs presented in this document reflect the changes that were made as a result of the review process.

### **College Content-Readiness**

Representatives of higher education have been working closely with K–12 colleagues on the development of the Smarter Balanced assessments. This partnership is important because a primary goal of Smarter Balanced is that colleges and universities use student performance on the Grade 11 summative assessments in ELA and mathematics as evidence of readiness for entry-level, transferable, credit-bearing college courses. Connecting student performance to a tangible postsecondary outcome will send a clear signal to students, parents, and schools that the knowledge and skills delineated in the Common Core State Standards (CCSS) matter, providing individual

students with a powerful incentive to do their best work on the assessments and demonstrating the clear link between students' K–12 experience and the demands of higher education.

The CCSS enable the development of policies to more clearly connect K–12 and higher education. The standards were developed by both higher education faculty and K–12 content experts to clearly articulate the knowledge and skills necessary for college readiness in English language arts and mathematics. The Smarter Balanced draft Initial Achievement Level Descriptors and College Content-readiness Policy takes that process a step further by defining the performance standards that students must meet in order to be exempt from developmental coursework (not only what students must learn but to what degree they must master the specified knowledge and skills).<sup>2</sup>

### **College Content-Readiness Policy**

In order to guide colleges, universities, and schools in interpreting student performance, an operational definition of “college content-readiness” and accompanying policy framework were developed by state Higher-Education and K–12 Leads, as well as the faculty and teachers representing their states at the ALD-writing workshop (see Tables 2 and 3). Together, the operational definition and policy framework describe how colleges, universities, and schools should interpret student performance. The definition of college content-readiness, policy framework and related stipulations were developed over the course of several meetings with the state K–12 and Higher Education Leads, as well as discussion with participants at the ALD-writing workshop. After each meeting, the draft was further refined. Like the ALDs, the definition and policy framework represent initial work that will be refined once student performance data are collected and analyzed.

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<sup>2</sup> The term developmental coursework refers to non-credit courses designed to instruct students on material that is pre-requisite to entry-level, credit-bearing courses.

### College Readiness and College Content-Readiness.

Smarter Balanced recognizes that college readiness encompasses a wide array of knowledge, skills, and dispositions, only some of which will be measured by the Smarter Balanced assessments. As a result, Smarter Balanced narrowed the focus of its “college readiness” definition to “content-readiness” in the core areas of ELA/literacy and mathematics.

**Intended Audience.** This document is not designed as a communications vehicle for students and parents. Smarter Balanced will continue outreach to higher education (including officials who specialize in student/parent communications such as admission officers and academic advisors) as Reporting ALDs are developed and student score reports are designed. Further, while there will be elements of student/parent communications that are common across the Consortium, the flexibility built into the College Content-readiness Policy will require that each state customize communications based on the policy choices made.

### College Content-Readiness Definition

|   |  |
|---|--|
| English Language Arts/Literacy <sup>3</sup> | Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.        |
| Mathematics                                 | Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses. . |

<sup>3</sup> Speaking is an element of the CCSS in English language arts/literacy, but practical and technological constraints do not allow for the assessment of speaking skills on the Smarter Balanced summative assessment. Therefore, at this time the College Content-readiness Policy does not include speaking.

## Policy Framework for Grade 11 Achievement Levels

| Level | Policy ALD  | Description   | Implications for Grade 12   | Implications for High School Graduates who Immediately Enter Higher Education  |
|-------|---|---|---|--|
| 4     | Student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student is exempt from developmental course work. (K-12 and higher education officials <u>may</u> jointly set Grade 12 requirements to maintain the exemption.) | <p>Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials <u>may</u> jointly determine appropriate courses and performance standards).</p> <p>Students are encouraged to take appropriate advanced credit courses leading to college credit while still in high school.</p> | Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.  |
| 3     | Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student is conditionally exempt from developmental course work, <i>contingent on evidence of sufficient continued learning in Grade 12.</i>                     | <p>Within each state, higher education and K-12 officials <u>may</u> jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios).</p> <p>Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.</p>  | <p>For students who demonstrate evidence of sufficient continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</p> <p>For students who fail to demonstrate evidence of sufficient continued learning in Grade 12, colleges also may evaluate the same types of additional data to determine placement in developmental or credit-bearing courses.</p> |

| Level | Policy ALD   | Description   | Implications for Grade 12  | Implications for High School Graduates who Immediately Enter Higher Education   |
|-------|--|---|--|---|
| 2     | Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student needs support to meet college content-readiness standard.             | States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following fall). | Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses. |
| 1     | Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student needs substantial support to meet college content-readiness standard. | States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12.   | Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses. |

### Further Stipulations to the College Content-readiness Policy

- Establishment of “Cut Scores” Aligned to the Achievement Level Descriptors and College Content-readiness Policy.** In the summer of 2014, after pilot and field tests have been completed, K-12 and higher education representatives across the Consortium will jointly determine recommended cut-scores for each achievement level on the Grade 11 assessments in math and English language arts through a structured standard-setting process. Those recommended cut scores will then be subject to a vote of the Smarter Balanced Governing States. As is the case with regard to approval of the Initial Achievement Level Descriptors and College Content-readiness policy, this vote will require that K-12 and higher education representatives agree on a shared state position.
- Updates and Revisions to the College Content-Readiness Policy.** This document is subject to revision as student performance data are collected through the pilot and field tests, as validation studies are conducted and as cut scores are established through the standard-setting process. Further, as data are collected and analyzed as a result of operational testing and use of the Smarter Balanced assessment by colleges and universities, the Consortium may choose to revisit and revise this policy.
- Multiple Measures of Content-Readiness.** Smarter Balanced recognizes the limits of relying on a single test score for making high-stakes decisions and fully supports the use of multiple

measures to determine student course placement. As a result, the policy framework encompasses the evaluation of evidence of Grade 12 learning to determine whether an exemption from developmental course work is warranted for all but the highest-performing students and the use of additional data drawn from placement tests or other sources to determine appropriate course placement in higher education. Furthermore, while this policy is focused on the Smarter Balanced assessment, within states, K–12 and higher education may establish policies that provide rigorous alternate means for students to demonstrate readiness for credit-bearing courses (grades or portfolios, other assessment scores, etc.).

- **Grade 12 Expectations.** Because even the strongest performing students’ skills can erode if they do not take challenging math and English courses in Grade 12, the Content-readiness Policy provides states the option of requiring that students who have earned an exemption from developmental course work satisfactorily complete a prescribed course in Grade 12 in order to retain their exemption. At Level 3, students must provide evidence of continued learning in order to earn an exemption from developmental course work. State K–12 and higher education officials may jointly determine the necessary conditions for meeting these requirements.
- **Support for Emerging Approaches to Developmental Education.** A growing movement in higher education encourages liberal placement of students into credit-bearing courses with co-requisite supports to compensate for any knowledge or skill deficits. To clearly communicate high expectations and incentivize schools, teachers, and students, the Content-readiness Policy asks colleges to guarantee students with strong performance that they are exempt from developmental mathematics and English courses. However, it does not preclude colleges from ultimately placing any student into credit-bearing courses; this decision is left to the discretion of individual colleges and universities or college and university systems.
- **Mathematics Requirements for Advanced Courses.** The CCSS in mathematics were designed to prepare all students for entry-level college mathematics and statistics courses that typically require Algebra II or its equivalent as a prerequisite. The CCSS also include a set of standards for additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. These standards are typically referred to as the “Plus Standards” because they are designated by a plus symbol (+) in the standards document. Because the Smarter Balanced Summative Assessment only assesses knowledge and skills required of all students, it does not include items and tasks aligned to the Plus Standards. The College Content-readiness Policy assumes that colleges will need to assess additional evidence (grades, placement test scores, admission test scores, etc.) for students seeking to enter more advanced mathematics courses.
- **College Content-Readiness and Admission.** The College Content-readiness Policy operates within the context of existing institutional admission policies; open-admission institutions will serve many students who do not meet the college content-readiness performance benchmark, and selective institutions may not admit students who score at Level 3 or 4 on the assessment, just as they now may not admit students with high college admission test scores or strong grade point averages. In addition, student course-taking decisions in high

school will continue to be influenced by the admission requirements of colleges and universities. For example, students at Level 4 who plan to seek admission to selective institutions will make course choices for Grade 12 that comply with the requirements of those institutions. By identifying students who are either on track or ready for credit-bearing courses, high schools may be better able to advise students on college options and Grade 12 courses. Finally, at their discretion, institutions may choose to include Smarter Balanced scores among the information they consider as they make admission decisions; however, the Smarter Balanced Assessment was not designed for that purpose.

- **Score Expiration.** Consistent with the policy framework, Smarter Balanced recommends that scores only be considered valid for students who matriculate directly from high school to college.
- **Support for Students at Levels 1 and 2.** States and districts will make decisions about support for these students, and may draw from an array of existing resources. There are a number of projects underway (Southern Regional Education Board project on Transition Courses, Carnegie Foundation Quantway/Statway project, etc.) that offer model courses and other types of interventions that schools and colleges can implement to assist students in addressing academic deficiencies before leaving high school. States may choose to adopt and customize existing resources or build their own.

## Next Steps

- **Validation.** It will be important to validate the adopted cut scores through an array of studies, including longitudinal studies of students who complete the Smarter Balanced assessments in Grade 11 and subsequently enter higher education as well as studies that allow colleges and universities to compare student performance on the Smarter Balanced assessment to known measures (existing admission and placement tests). As Smarter Balanced develops and implements its comprehensive validity research agenda, the Consortium welcomes input on the best approach and criterion for testing this important element of validity.
- **Institutional Participation.** In recognition that colleges will need to consider the performance standards set in Summer 2014, after the field test and standard setting process are complete, colleges will be asked to commit to implementing the College Content-readiness Policy beginning in January 2015. This timing will allow students who take the Grade 11 summative assessment in Spring 2015 to know which colleges have agreed to use their scores as evidence of readiness for credit-bearing courses, as described in the College Content-readiness Policy. Smarter Balanced will assist colleges in making this determination by providing information on how Smarter Balanced scores compare to scores on commonly used admission and placement assessments as well as sharing results from its validation studies.

Smarter Balanced recognizes that some colleges that have an expressed interest in participating will need additional time to study student performance data before determining the appropriateness of implementing the College Content-readiness Policy given the institution's particular mission, curriculum, and student population. In addition to the information that Smarter Balanced will provide, state education agencies also may assist

these colleges by arranging for access to needed student data (consistent with state policies on privacy and data sharing). After this study and review period, colleges and universities would decide whether to begin implementing the College Content-readiness Policy. As colleges complete their study and review and make the decision to implement the College Content-readiness Policy, this information will be shared with high schools, students and parents.

- **Career Readiness.** The Smarter Balanced overall claim asserts that a student can demonstrate career readiness in addition to college readiness. Smarter Balanced is committed to providing evidence of student readiness for the array of postsecondary options, as specified by the CCSS. Smarter Balanced is working with experts in career readiness to determine how the assessment can best advise students on their readiness for postsecondary career pursuits. Further information will be made available once it is ready for public review and comment.

### Policy ALDs

For both ELA/literacy and mathematics, Smarter Balanced has an overall claim for Grades 3–8 and an overall claim for Grade 11. In addition, there are four specific content claims in each of the two main content areas (ELA/literacy and mathematics). Through these claims, Smarter Balanced has made an assertion about the desired performance of students.

Figure 2 provides a graphic representation of the relationship of the claims to the content categories, assessment targets, and the related standards in the CCSS. Each of these components was important to creating the ALDs. There are policy ALDs associated with both the overall claims and the specific content claims. For the sake of clarity, the ALDs associated with the overall claims will be called “policy ALDs” and the ALDs associated with the specific content claims will be called “Content ALDs.”

**Policy ALDs.** The overall claim was delineated into the following four levels (with the defining phrases<sup>4</sup> bolded):

- The Level 4 student demonstrates **thorough understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 3 student demonstrates **adequate understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 2 student demonstrates **partial understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 1 student demonstrates **minimal understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

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<sup>4</sup> Defining phrases provide context for the expectations of the student in each achievement level.



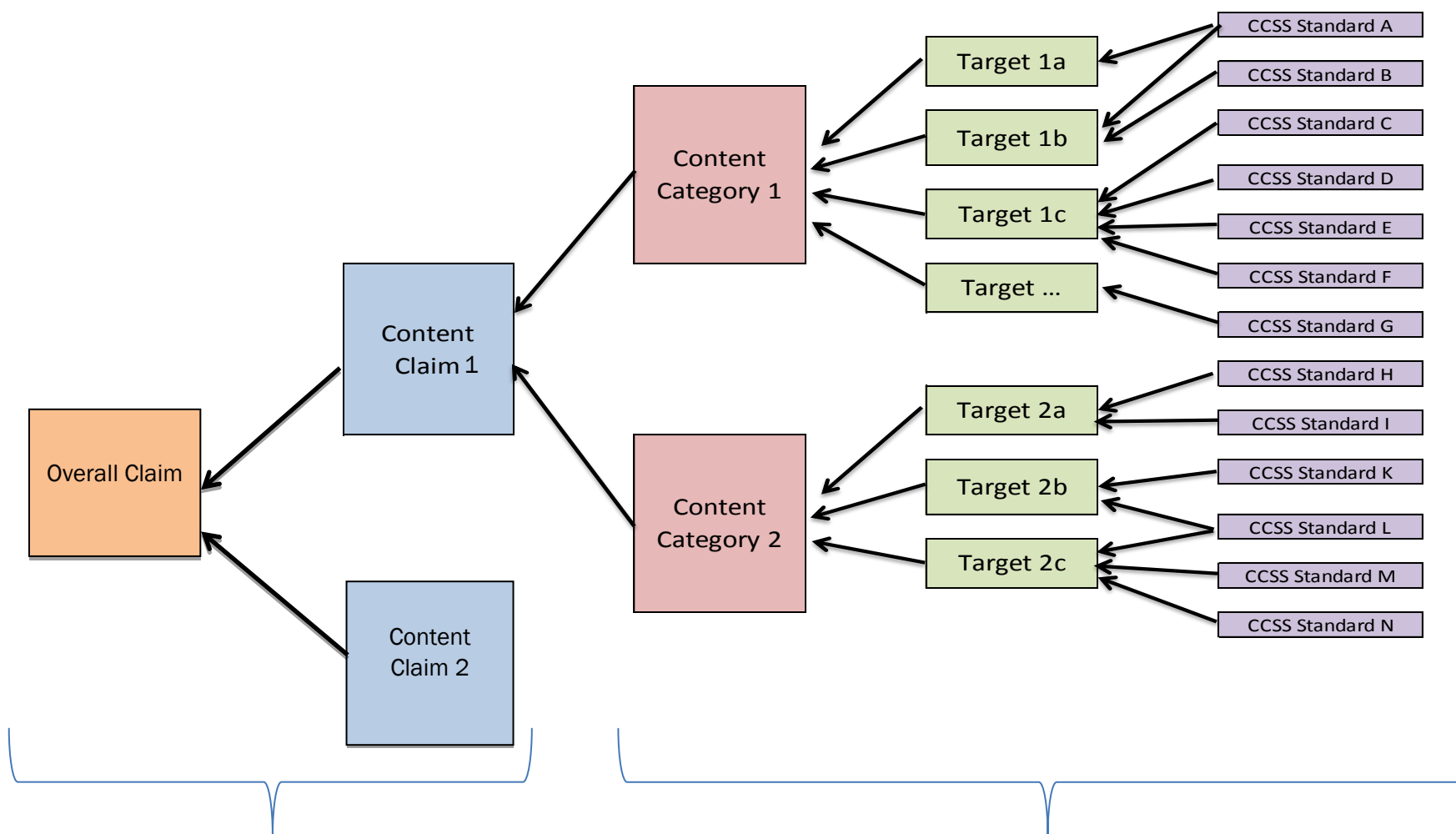
**Content ALDs.** The specific content claims were delineated into the four achievement levels. According to the current blueprint for the assessment (dated November 2012), students will receive a sub-score for each of the specific content claims, with one exception: in mathematics, because of the close relationship between problem solving and modeling, content claims 2 and 4 will be combined for reporting purposes. Table 4 lists the specific content claims for ELA/literacy followed by the Content ALD for each claim. Table 5 lists the same information for mathematics.

**Table 4. Specific Content Claims and Content ALDs for ELA/Literacy**

| <b>Content Claim</b>  | <b>Content ALD Level 1</b>  | <b>Content ALD Level 2</b>   | <b>Content ALD Level 3</b>  | <b>Content ALD Level 4</b>  |
|---|---|--|---|---|
| <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b> | The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking. | The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking. | The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking. | The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking. |
| <b>Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>                            | The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.  | The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.   | The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.   | The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.  |
| <b>Students can employ effective speaking and listening skills for a range of purposes and audiences.</b>                         | The Level 1 student demonstrates minimal competency in employing listening skills.  | The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.   | The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.   | The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.   |
| <b>Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</b>     | The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.  | The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.  | The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.   | The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.                              |

Table 5. Specific Content Claims and Content ALDs for Mathematics

| Content Claim   | Content ALD Level 1  | Content ALD Level 2   | Content ALD Level 3  | Content ALD Level 4   |
|---|--|---|--|---|
| <b>Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</b>   | The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.                             | The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.                                   | The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.   | The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.  |
| <b>Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</b> | The Level 1 student can make sense of and solve simple and familiar well-posed problems in pure and applied mathematics with a high degree of scaffolding, making minimal use of basic problem-solving strategies and given tools. | The Level 2 student can make sense of and solve familiar well-posed problems in pure and applied mathematics with a moderate degree of scaffolding, making partial use of knowledge, basic problem-solving strategies, and tools. | The Level 3 student can make sense of and persevere in solving a range of unfamiliar well-posed problems in pure and applied mathematics with a limited degree of scaffolding, making adequate use of knowledge and appropriate problem-solving strategies and strategic use of appropriate tools. | The Level 4 student can make sense of and persevere in solving a range of complex and unfamiliar well-posed problems in pure and applied mathematics with no scaffolding, making thorough use of knowledge and problem-solving strategies and strategic use of appropriate tools. |
| <b>Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</b>                          | The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.   | The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.                                 | The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.  | The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.  |
| <b>Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</b>                              | The Level 1 student can identify familiar real-world scenarios for analysis and can use simple mathematical models and given tools to solve basic problems.  | The Level 2 student can reason quantitatively to analyze familiar real-world scenarios and can use mathematical models and given tools to partially interpret and solve basic problems.   | The Level 3 student can reason abstractly and quantitatively to analyze complex, real-world scenarios and to construct and use mathematical models and appropriate tools strategically to adequately interpret and solve problems.   | The Level 4 student can reason abstractly and quantitatively to analyze unfamiliar complex, real-world scenarios, to construct and use complex mathematical models and appropriate tools strategically to thoroughly interpret and solve problems, and to synthesize results.     |



Used to create policy and Content ALDs

Used to create range and threshold ALDs

**Figure 2. Relationship among Content Claims, Content Categories, Assessment Targets, and Standards**

## **Range and Threshold ALDs**

Range ALDs have been created for each assessment target and threshold ALDs for each content category associated with the specific content claims. To create the original draft ALDs, the panelists worked from an abbreviated version of the Smarter Balanced Content Specifications in which the assessment targets were laid out side by side with the related standards from the CCSS. First, the panelists delineated range ALDs for the four achievement levels using both the Smarter Balanced Content Specifications and the CCSS. This method ensured a high level of fidelity to the standards. Once the range ALDs were drafted, the panelists created threshold ALDs by identifying the knowledge, skills, and processes within each range ALD that would be necessary to enter the achievement level.

## **Presentation of ALDs**

Table 6 shows generic versions of the policy, range, and threshold ALDs as they appear in the following ALD matrices for ELA/Literacy, and Table 7 shows the same information for mathematics. The ALDs are presented in matrices to emphasize the way in which all types of ALDs work together to create a comprehensive final product. There are separate matrices for ELA/literacy and mathematics at each grade level.

### **English Language Arts/Literacy ALDs**

Within each matrix, the policy ALDs for the overall claim are shown on the top row (in blue). The second row displays policy ALDs for one of the four specific content claims. Under the policy ALDs, the range ALDs for each specific content claim are clustered by content category (in red). The range ALDs are presented for each assessment target within a given content category (in green). At the end of each content category, the threshold ALDs are presented. The threshold ALDs are presented at the level of the content category, while the range ALDs are presented at the level of the assessment target. The rows then repeat for each set of content categories under each specific content claim.

Table 6. Example of Policy, Range, and Threshold ALD Matrix for ELA/Literacy

| Title: ELA/Literacy, Grade Level   |  |  |   |  |
|--|--|--|---|--|
| Overall Claim<br>(e.g., Grade 11<br>ELA/literacy)                                    | Policy ALD for<br>Level 1  | Policy ALD for<br>Level 2  | Policy ALD for<br>Level 3   | Policy ALD for<br>Level 4  |
| Specific Content Claim 1<br>(e.g., “Reading”)  | Content ALD<br>Level 1 based on<br>Claim 1   | Content ALD<br>Level 2 based on<br>Claim 1   | Content ALD<br>Level 3 based<br>on Claim 1  | Content ALD<br>Level 4 based<br>on Claim 1   |
| Content Category 1 for Specific Content Claim 1<br>(e.g., “Reading: Literary Texts”) |  |  |   |  |
| RANGE ALD for<br>Assessment Target 1<br>(e.g., “Key Details”)                        | Range ALD for<br>Level 1 based on<br>Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 2 based on<br>Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 3 based<br>on Assessment<br>Target 1 and<br>CCSS<br>standards that<br>underlie Target<br>1 | Range ALD for<br>Level 4 based<br>on<br>Assessment<br>Target 1 and<br>CCSS<br>standards<br>that underlie<br>Target 1 |
| Assessment Target 2<br>(e.g., “Central Ideas”)                                       | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...  | Range ALD for<br>Level 4 ...   |
| ⋮  | ⋮  | ⋮  | ⋮   | ⋮  |
| Threshold ALD for the<br>Content Category  |  | Threshold ALD<br>for Level 2<br>student derived<br>from range ALDs<br>for Content<br>Category 1                | Threshold ALD<br>for Level 3<br>student<br>derived from<br>range ALDs for<br>Content<br>Category 1                | Threshold ALD<br>for Level 4<br>student<br>derived from<br>range ALDs<br>for Content<br>Category 1                   |
| Content Category 2 for Specific Content Claim 1<br>(e.g., “Informational Text”)      |  |  |   |  |
| RANGE ALD for<br>Assessment Target 1   | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...  | Range ALD for<br>Level 4 ...   |

## Mathematics

Within each matrix, the policy ALDs for the overall claim are shown on the top row (in blue). The second row displays policy ALDs for one of the four specific content claims. Under the policy ALDs, the range ALDs for each specific content claim are clustered by content category (in red). For mathematics, the content categories are either Domain #1 or Domain #2, which represents the major or supporting targets, respectively, as indicated by the Smarter Balanced Summative Blueprint and the Smarter Balanced Content Specifications. The range ALDs are presented for each assessment target within a given content category (in green), and they are further divided according to their CCSS domain. At the end of each CCSS domain, the threshold ALDs are presented. The threshold ALDs are presented at the level of the domain, while the range ALDs are presented at the

level of the assessment target. The rows then repeat for each set of content categories under each specific domain.

**Table 7. Example of Policy, Range, and Threshold ALD Matrix for Mathematics**

| Title: Mathematics, Grade Level                               |  |  |  |  |
|---|--|--|--|--|
| Overall Claim<br>(e.g., Grade 11<br>Mathematics)              | Policy ALD for<br>Level 1  | Policy ALD for<br>Level 2  | Policy ALD for<br>Level 3  | Policy ALD<br>for Level 4  |
| Specific Content Claim 1<br>(e.g., “Explain and Apply”)       | Content ALD<br>Level 1 based on<br>Claim 1   | Content ALD<br>Level 2 based<br>on Claim 1   | Content ALD<br>Level 3 based<br>on Claim 1   | Content ALD<br>Level 4<br>based on<br>Claim 1  |
| Content Category: Domain #1                                   |  |  |  |  |
| Expressions and Equations                                     |  |  |  |  |
| RANGE ALD for<br>Assessment Target 1<br>(e.g., “Key Details”) | Range ALD for<br>Level 1 based on<br>Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 2 based<br>on Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 3 based<br>on Assessment<br>Target 1 and<br>CCSS<br>standards that<br>underlie Target<br>1<br>. | Range ALD<br>for Level 4<br>based on<br>Assessment<br>Target 1 and<br>CCSS<br>standards<br>that underlie<br>Target 1 |
| Assessment Target 2<br>(e.g., “Central Ideas”)                | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...   | Range ALD<br>for Level 4 ...   |
| ⋮   | ⋮  | ⋮  | ⋮  | ⋮  |
| Threshold ALD for all<br>Assessment Targets within<br>Domain  |  | Threshold ALD<br>for Level 2<br>student derived<br>from range ALDs<br>for Content<br>Category 1                | Threshold ALD<br>for Level 3<br>student<br>derived from<br>range ALDs for<br>Content<br>Category 1                     | Threshold<br>ALD for Level<br>4 student<br>derived from<br>range ALDs<br>for Content<br>Category 1                   |
| Functions   |  |  |  |  |
| RANGE ALD for<br>Assessment Target 3                          | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...   | Range ALD<br>for Level 4 ...   |

## Next Steps

The purpose of the ALD-writing workshop was to create drafts of the policy, range, and threshold ALDs and to finalize the draft college content-readiness definition and policy framework that would be reviewed and revised by a wider audience from the Smarter Balanced member states. The first public review provided an opportunity for a wide array of constituents to provide feedback to Smarter Balanced. The second review provided a final opportunity for member-state constituents to provide feedback. The next step is review by the Smarter Balanced Executive Team and the vote by the Governing States in mid-March to approve the initial ALDs and College Content-readiness Policy.

The following Achievement Level Descriptors were approved by state vote on March 20<sup>th</sup> 2013 and will inform Smarter Balanced in their ongoing development activities.



|   |   |   |   |   |
|---|---|---|---|---|
| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>    | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                      |
| <i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>  | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>                                     | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>            | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i> | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i> |
| <b>Reading: Literary Texts</b>  |   |   |   |   |
| <b>RANGE ALD Target 1. KEY DETAILS:</b> Use explicit details and information from the text to support answers or basic inferences.  | Level 1 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of low complexity.  | Level 2 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of moderate complexity.   | Level 3 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of moderate-to-high complexity.   | Level 4 students should be able to use explicit details and information from the text to support answers or basic inferences in texts of unusually high complexity.   |
| <b>RANGE ALD Target 2. CENTRAL IDEAS:</b> Identify or summarize central ideas, key events, or the sequence of events presented in a text.   | Level 1 students should be able to identify central ideas, key events, or the sequence of events presented in texts of low complexity.  | Level 2 students should be able to identify or summarize central ideas, key events, or the sequence of events presented in texts of moderate complexity.  | Level 3 students should be able to identify or summarize central ideas, key events, or the sequence of events presented in texts of moderate-to-high complexity.  | Level 4 students should be able to identify and summarize central ideas, key events, or the sequence of events presented in texts of unusually high complexity.   |
| <b>RANGE ALD Target 3. WORD MEANINGS:</b> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, and word structure (e.g., common roots, affixes), or use of | Level 1 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low complexity.                                    | Level 2 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.                               | Level 3 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.                           | Level 4 students should be able to determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.   |

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| resources (e.g., beginning dictionary).   |  |   |   |   |
| <b>RANGE ALD</b><br><b>Target 4. REASONING &amp; EVIDENCE:</b> Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message. | Level 1 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of low complexity. | Level 2 students should be able to use supporting evidence to interpret and explain their own inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate complexity. | Level 3 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of moderate-to-high complexity. | Level 4 students should be able to use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message in texts of unusually high complexity. |
| <b>RANGE ALD</b><br><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).   | Level 1 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of low complexity.  | Level 2 students should be able to specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate complexity.  | Level 3 students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of moderate-to-high complexity.                                      | Level 4 students should be able to specify and compare and contrast relationships across texts (e.g., literary elements, problem-solution, and theme) in texts of unusually high complexity.                                      |
| <b>RANGE ALD</b><br><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.                    | Level 1 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of low complexity.   | Level 2 students should be able to demonstrate knowledge of text structures or text features to explain, interpret, or connect information in texts of moderate complexity.   | Level 3 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, or connect information in texts of moderate-to-high complexity.  | Level 4 students should be able to demonstrate knowledge of text structures and text features to explain, interpret, and connect information in texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 7. LANGUAGE USE:</b> Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.  | Level 1 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low complexity.  | Level 2 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.  | Level 3 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate-to-high complexity.                                      | Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of unusually high complexity.                                      |

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| <b>THRESHOLD ALD</b><br><b>Reading Targets 1-7</b>   |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Use some details and information from text to partially support answers or basic inferences.</li> <li>• In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.</li> <li>• In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.</li> <li>• In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message.</li> <li>• Explain how information is presented or connected within or across texts of low-to-moderate complexity.</li> <li>• Specify or compare relationships across texts of low-to-moderate complexity.</li> <li>• Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.</li> <li>• Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Use explicit details and information from texts of moderate complexity to support answers or basic inferences.</li> <li>• Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.</li> <li>• Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.</li> <li>• Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity.</li> <li>• Specify and compare or contrast relationships across texts of moderate complexity.</li> <li>• Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.</li> <li>• Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Use explicit details and information from the text to support answers and basic inferences in highly complex texts.</li> <li>• Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.</li> <li>• Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.</li> <li>• Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.</li> <li>• Specify, compare, and contrast relationships across highly complex texts.</li> <li>• Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.</li> <li>• Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.</li> </ul> |
| <b>Reading: Informational Texts</b>  |  |   |   |   |
| <b>RANGE ALD</b><br><b>Target 8. KEY DETAILS:</b><br>Use explicit details and implicit information from the text to support answers or inferences about information presented. | Level 1 students should be able to use explicit details and information from the text to support answers or inferences about information presented in texts of low complexity. | Level 2 students should be able to use explicit details and information from the text to support answers and inferences about information presented in texts of moderate complexity.  | Level 3 students should be able to use explicit details and information from the text to support answers or inferences about information presented in texts of moderate-to-high complexity.   | Level 4 students should be able to use explicit details and information from the text to support answers and inferences about information presented in texts of unusually high complexity.  |

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| <b>RANGE ALD<br/>Target 9. CENTRAL IDEAS:</b> Identify or summarize central ideas/key events or procedures and details that support them.   | Level 1 students should be able to identify central ideas/key events, procedures, or details that support them in texts of low complexity.  | Level 2 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate complexity.   | Level 3 students should be able to identify or summarize central ideas/key events or procedures and details that support them in texts of moderate-to-high complexity.   | Level 4 students should be able to identify and summarize central ideas/key events, procedures, and details that support them in texts of unusually high complexity.   |
| <b>RANGE ALD<br/>Target 10. WORD MEANINGS:</b> Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary). | Level 1 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low complexity. | Level 2 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity. | Level 3 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity. | Level 4 students should be able to determine intended meanings of words, including domain-specific (tier 3) words and academic words (tier 2) with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity. |
| <b>RANGE ALD<br/>Target 11. REASONING &amp; EVIDENCE:</b> Use supporting evidence to interpret and explain how information is presented or connected within or across texts (e.g., author's point of view, ideas and supporting details, relationships).  | Level 1 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of low complexity.   | Level 2 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate complexity.   | Level 3 students should be able to use supporting evidence to interpret and explain how information is presented or connected within or across texts of moderate-to-high complexity.   | Level 4 students should be able to use supporting evidence to interpret and explain how information is presented and connected within or across texts of unusually high complexity.  |
| <b>RANGE ALD<br/>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information).   | Level 1 students should be able to specify, integrate, or compare information within or across texts of low complexity.   | Level 2 students should be able to specify, integrate, or compare information within or across texts of moderate complexity.   | Level 3 students should be able to specify, integrate, and compare information within or across texts of moderate-to-high complexity.  | Level 4 students should be able to specify, integrate, and compare information within or across texts of unusually high complexity.  |

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| <b>RANGE ALD</b><br><b>Target 13. TEXT STRUCTURES/ FEATURES:</b> Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information. | Level 1 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.                  | Level 2 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of moderate complexity.   | Level 3 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of moderate-to-high complexity.  | Level 4 students should be able to relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of unusually high complexity.  |
| <b>RANGE ALD</b><br><b>Target 14. LANGUAGE USE:</b> Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.                                   | Level 1 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low complexity. | Level 2 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.  | Level 3 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate-to-high complexity.   | Level 4 students should be able to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of unusually high complexity.   |
| <b>THRESHOLD ALD</b><br><b>Reading Targets 8–14</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Use details and information from the text to support answers or inferences in texts of low-to-moderate complexity.</li> <li>• Identify or summarize central ideas/key events or the procedures or details that support them in texts of low-to-moderate complexity.</li> <li>• Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low-to-moderate complexity.</li> <li>• Use supporting evidence to interpret and explain how information is presented across texts of low-to-moderate complexity.</li> <li>• Specify, integrate, or compare information within or across texts of low-to-moderate complexity.</li> <li>• Demonstrate knowledge of text structures or features to obtain, interpret, or explain information in texts of low-to-moderate complexity.</li> <li>• Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low-to-moderate complexity.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Use details and information from texts of moderate complexity to support answers or inferences.</li> <li>• Identify or summarize central ideas/key events or procedures or details that support them in texts of moderate complexity.</li> <li>• Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.</li> <li>• Use supporting evidence to interpret and explain how information is presented across texts of moderate complexity.</li> <li>• Specify, integrate, and compare information within and across texts of moderate complexity.</li> <li>• Demonstrate knowledge of text structures or text features to obtain, interpret, explain, and connect information in texts of moderate</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Use explicit details and information from the text to support answers and inferences in highly complex texts.</li> <li>• Identify and summarize central ideas/key events, procedures, and details that support them in highly complex texts.</li> <li>• Begin to determine meanings of words and domain-specific words and phrases, based on context, word relationships, word structure, or use of resources in highly complex texts.</li> <li>• Begin to use supporting evidence to interpret and explain how information is presented across highly complex texts.</li> <li>• Begin to specify, integrate, and compare information within and across highly complex texts.</li> <li>• Demonstrate knowledge of text structures and text features to obtain, interpret, and explain information in highly complex texts.</li> <li>• Begin to interpret use of language by</li> </ul> |

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|  |  |  | <div>complexity.</div> <ul style="list-style-type: none"><li>• Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.</li></ul> | distinguishing literal from non-literal meanings of words and phrases used in context in highly complex texts. |
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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                            | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>               | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                         |
| <i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>   |
| <b>Writing</b>  |  |   |  |  |
| <b>RANGE ALD</b><br><b>Target 1. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). | Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph demonstrating minimal use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.  | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.   |
| <b>RANGE ALD</b><br><b>Target 2. COMPOSE FULL TEXTS:</b> Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).                                       | Level 1 students should be able to provide minimal evidence that they can write simple compositions demonstrating minimal use of narrative techniques, chronology, structure, or transitional strategies for coherence.  | Level 2 students should be able to provide partial evidence that they can write full compositions demonstrating some narrative techniques, chronology, structure, transitional strategies for coherence, or author's craft appropriate to purpose.        | Level 3 students should be able to provide adequate evidence that they can write full compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, or author's craft appropriate to purpose. | Level 4 students should be able to provide thorough evidence that they can write full, complex compositions demonstrating specific narrative techniques, chronology, and appropriate transitional strategies for coherence, structures, and author's craft appropriate to purpose. |

Grade 3

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| <b>RANGE ALD</b><br><b>Target 3. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting details or an appropriate conclusion.   | Level 1 students should be able to provide minimal evidence that they can write or revise one informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence or an appropriate conclusion.   | Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting details, or an appropriate conclusion.                                   | Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.                       | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.   |
| <b>RANGE ALD</b><br><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt) and an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts in which there may be minimal attention to purpose and audience, organization of ideas (e.g. underdeveloped focus) and structures and transitional strategies for coherence, as well as few supporting details and/or an underdeveloped conclusion. | Level 2 students should be able to provide partial evidence that they can write full informational/explanatory texts on a topic, in which there is some attention to purpose and audience, some organization of ideas, inclusion of some structures and transitional strategies for coherence, some supporting details, and a simple conclusion. | Level 3 students should be able to provide adequate evidence that they can write full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting details and an appropriate conclusion. | Level 4 students should be able to provide thorough evidence that they can write full, complex informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies strategically for coherence, and including well-developed supporting details and a strong conclusion. |
| <b>RANGE ALD</b><br><b>Target 5. USE TEXT FEATURES:</b> Use text features (illustrations) in informational texts to enhance meaning.  | Level 1 students should be able to provide, with significant support (e.g., explicit direction, step-by-step support), minimal evidence that they can use text features in informational text to enhance meaning.  | Level 2 students should be able to provide, with minimal support (e.g., directive and general feedback), partial evidence that they can use text features in informational text to enhance meaning.  | Level 3 students should be able to provide adequate evidence that they can use text features in informational text to enhance meaning.  | Level 4 students should be able to provide thorough evidence that they can use text features in informational texts to enhance meaning.   |



Grade 3

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| <b>RANGE ALD</b><br><b>Target 6. WRITE/REVISE</b><br><b>BRIEF TEXTS:</b> Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.  | Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph, in which there may be a poorly stated opinion about a topic or source, loosely organized ideas, few supporting reasons, or an underdeveloped conclusion.  | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, occasionally demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide a conclusion.  | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, and provide an appropriate conclusion.   | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, effectively organize ideas using linking words or phrases, develop supporting reasons, and provide a strong conclusion.   |
| <b>RANGE ALD</b><br><b>Target 7. COMPOSE FULL</b><br><b>TEXTS:</b> Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source, little attention to purpose and audience, few organized ideas, little statement of a context and focus, loose structures and transitional strategies for coherence, few supporting reasons, and an underdeveloped conclusion. | Level 2 students should be able to provide partial evidence that they can write full opinion pieces, occasionally demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. | Level 3 students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion. | Level 4 students should be able to provide thorough evidence that they can write full, complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, effectively organize ideas by stating a well-developed context and focus, include complex structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate, strong conclusion. |
| <b>RANGE ALD</b><br><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b><br>Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.   | Level 1 students should be able to provide, with significant support (e.g., explicit direction, step-by-step support), minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.   | Level 2 students should be able to provide, with minimal support (e.g., directive and general feedback), partial evidence that they can use some language and vocabulary that is appropriate to purpose and audience when revising or composing texts.  | Level 3 students should be able to provide adequate evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.  | Level 4 students should be able to provide thorough evidence that they can accurately use language and vocabulary appropriate to purpose and audience when revising or composing texts.  |
| <b>RANGE ALD</b><br><b>Target 9. EDIT/CLARIFY:</b><br>Apply or edit grade-appropriate grammar,  | Level 1 students should be able to provide, with significant support (e.g., explicit feedback, grammar aids), minimal evidence that they can apply  | Level 2 students should be able to provide, with minimal support (e.g., grammar aids), partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative,  | Level 3 students should be able to provide adequate evidence that they can apply and edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit  | Level 4 students should be able to provide thorough evidence that they can apply and edit grade-level grammar, usage, and mechanics to clarify a message and edit  |

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| usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. | or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.  | informational, and opinion texts.  | narrative, informational, and opinion texts.   | narrative, informational, and opinion texts.   |
| <b>RANGE ALD</b><br><b>Target 10. TECHNOLOGY:</b><br>Use tools of technology to produce texts.  | Level 1 students should be able to provide, with significant support (e.g., explicit directions, whole broken into parts), minimal evidence that they can use tools of technology to produce texts. | Level 2 students should be able to provide, with minimal support (e.g., whole broken into parts), partial evidence that they can use tools of technology to produce texts.   | Level 3 students should be able to provide adequate evidence that they can use tools of technology to produce texts.   | Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to produce texts.  |
| <b>THRESHOLD ALD</b><br><b>Writing Targets 1-10</b>   |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.</li> <li>• Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose.</li> <li>• Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.</li> <li>• Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion.</li> <li>• Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback).</li> <li>• Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.</li> <li>• Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.</li> <li>• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.</li> <li>• Use text features in information texts to enhance meaning without support.</li> <li>• Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion.</li> <li>• Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience,</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.</li> <li>• Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose.</li> <li>• Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion.</li> <li>• Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion.</li> <li>• Begin to write complex opinion</li> </ul> |

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|  |  | <p>conclusion.</p> <ul style="list-style-type: none"><li>• Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion.</li><li>• With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts.</li><li>• Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</li><li>• Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).</li></ul> | <p>organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion.</p> <ul style="list-style-type: none"><li>• Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text.</li><li>• Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</li><li>• Without support, use tools of technology to produce texts.</li></ul> | <p>pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.</p> <ul style="list-style-type: none"><li>• Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts.</li><li>• Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</li><li>• Begin to use multiple tools of technology to produce texts.</li></ul> |
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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i> | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>                 | <i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>  |
| <b>Listening</b>   |   |   |  |  |
| <b>RANGE ALD Target</b><br><b>4.LISTEN/INTERPRET:</b><br>Interpret and use information delivered orally or audio-visually.         | Level 1 students should be able to provide minimal evidence that they can interpret or use information delivered orally or audio-visually.  | Level 2 students should be able to provide partial evidence that they can interpret or use information delivered orally or audio-visually.  | Level 3 students should be able to provide adequate evidence that they can accurately interpret and use information delivered orally or audio-visually.  | Level 4 students should be able to provide thorough evidence that they can critically interpret and use information delivered orally or audio-visually.  |
| <b>THRESHOLD ALD</b><br><b>Listening Target 4</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing).</li> </ul>                         | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Interpret and use information delivered orally or audio-visually without support.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Begin to critically interpret and use information delivered orally or audio-visually.</li> </ul>   |

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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>         |
| <b>Research</b>   |   |   |  |  |
| <b>RANGE ALD Target 1. PLAN/RESEARCH:</b><br>Conduct short research projects to answer a question or to investigate a topic or concept.   | Level 1 students should be able to provide minimal evidence that they can conduct short, simple research projects to answer a question or investigate a topic or concept.   | Level 2 students should be able to provide partial evidence that they can conduct short, limited research projects to answer a question or investigate a topic or concept.  | Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer a question or investigate a topic or concept.   | Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer questions or investigate topics or concepts.  |
| <b>RANGE ALD Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and key details; select information from data or print and nonprint text sources. | Level 1 students should be able to provide minimal evidence that they can locate information to support ideas and details; select information from data or print and non-print text sources.  | Level 2 students should be able to provide partial evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.  | Level 3 students should be able to provide adequate evidence that they can locate and appropriate information to support central ideas and key details; select information from data or print and non-print text sources.                                  | Level 4 students should be able to provide thorough evidence that they can locate information to support central ideas and key details; select information from data or print and non-print text sources.  |
| <b>RANGE ALD Target 4. USE EVIDENCE:</b> Generate opinions and cite evidence to support them based on prior knowledge and information collected.  | Level 1 students should be able to provide minimal evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.  | Level 2 students should be able to provide partial evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.  | Level 3 students should be able to provide evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.   | Level 4 students should be able to provide thorough evidence that they can generate opinions and cite evidence in support of those opinions based on information collected.  |

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| <b>THRESHOLD ALD</b><br><b>Research Targets 1, 2,</b><br><b>and 4</b> |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"><li>• Conduct short simple research projects to answer a question or to investigate a topic or concept.</li><li>• Locate some information to support ideas and details; select some information from data or print and non-print text sources with little or no support.</li><li>• Generate opinions with minimal evidence to support the opinions based on information collected.</li></ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"><li>• Conduct short, limited research projects to answer a question or to investigate a topic or concept.</li><li>• Locate information to support central ideas and key details; select information from data or print and non-print text sources without support.</li><li>• Generate opinions with evidence to support the opinion based on prior knowledge and information collected.</li></ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"><li>• Conduct short, more complex research projects to answer one or more questions or to investigate topics or concepts.</li><li>• Locate information in more challenging text to support central ideas and key details; select information from data or print and non-print text sources.</li><li>• Generate sound opinions in more complex situations and include strong, relevant evidence to support the opinions based on prior knowledge and information collected.</li></ul> |
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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>    | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                      |
| <i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>                                     | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>            | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i> | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i> |
| <b>Reading: Literary Texts</b>   |   |   |   |   |
| <b>RANGE ALD Target 1. KEY DETAILS:</b><br>Identify explicit details and implicit information from the text to support answers or inferences provided by the item.   | Level 1 students should be able to identify details and information from low-complexity text to minimally support answers or inferences provided.   | Level 2 students should be able to identify details and information from texts of moderate complexity to partially support answers or inferences provided.  | Level 3 students should be able to identify explicit details and implicit information from texts of moderate-to-high complexity to adequately support answers or inferences provided.   | Level 4 students should be able to identify and explain explicit details and implicit information from texts of unusually high complexity to support answers and inferences provided.   |
| <b>RANGE ALD Target 2. CENTRAL IDEAS:</b><br>Identify or summarize central ideas/key events.   | Level 1 students should be able to minimally identify or summarize central ideas/key events in texts of low complexity.   | Level 2 students should be able to partially identify or summarize central ideas/key events in texts of moderate complexity.  | Level 3 students should be able to adequately identify or summarize central ideas/key events in texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly identify and summarize central ideas/key events in texts of unusually high complexity.  |
| <b>RANGE ALD Target 3. WORD MEANINGS:</b> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., | Level 1 students should be able to minimally determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, or heavy reliance on use of resources in texts of low complexity.                    | Level 2 students should be able to partially determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.                     | Level 3 students should be able to adequately determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate-to-high complexity.                | Level 4 students should be able to thoroughly determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of unusually high complexity.                                    |

GRADE 4

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| dictionary, thesaurus).  |  |  |  |   |
| <b>RANGE ALD<br/>Target 4. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify/explain their own inferences (character development/actions/traits, first- or third-person point of view; theme; author's message).              | Level 1 students should be able to use supporting evidence to minimally justify/explain their own inferences in texts of low complexity.   | Level 2 students should be able to use supporting evidence to partially justify/explain their own inferences in texts of moderate complexity.  | Level 3 students should be able to use supporting evidence to adequately justify/explain their own inferences in texts of moderate-to-high complexity.   | Level 4 students should be able to use extensive supporting evidence to justify/explain in depth their own inferences in texts of unusually high complexity.  |
| <b>RANGE ALD<br/>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Interpret, specify, or compare how information is presented across texts (first- or third-person point of view, visual/oral formats, topics, themes, patterns of events).    | Level 1 students should be able to minimally interpret, specify, or compare how information is presented across texts of low complexity.   | Level 2 students should be able to partially interpret, specify, or compare how information is presented across texts of moderate complexity.  | Level 3 students should be able to adequately interpret, specify, or compare how information is presented across texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly interpret, specify, or compare how information is presented across texts of unusually high complexity.  |
| <b>RANGE ALD<br/>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text. | Level 1 students should be able to relate minimal knowledge of text structures, genre-specific features, or formats in order to obtain, interpret, explain, or connect information within texts of low complexity. | Level 2 students should be able to relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity. | Level 3 students should be able adequately relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate-to-high complexity. | Level 4 students should be able to thoroughly relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of unusually high complexity. |



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| <p><b>RANGE ALD</b><br/> <b>Target 7. LANGUAGE USE:</b><br/> Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.</p> | <p>Level 1 students should be able to minimally determine figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.</p> | <p>Level 2 students should be able to partially determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.</p>   | <p>Level 3 students should be able to adequately determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate-to-high complexity.</p>   | <p>Level 4 students should be able to thoroughly determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of unusually high complexity.</p>   |
| <p><b>THRESHOLD ALD</b><br/> <b>Reading Targets 1-7</b></p>   |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Use some details and information from the text to minimally support answers and inferences in texts of low-to-moderate complexity.</li> <li>• Identify or summarize some central ideas/key events in texts of low-to-moderate complexity.</li> <li>• Determine the intended meanings of some words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources, with support in texts of low-to-moderate complexity.</li> <li>• Use supporting evidence to justify/explain own inferences in texts of low-to-moderate complexity.</li> <li>• Interpret, specify, or compare how information is presented across texts of low-to moderate complexity.</li> <li>• Relate partial knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of low-to-moderate complexity.</li> <li>• Determine some figurative language, literary devices, or connotative meanings of words and phrases used in context in texts of low-to-moderate complexity.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Use details and information from texts of moderate complexity to support answers and inferences.</li> <li>• Identify or summarize central ideas/key events in texts of moderate complexity.</li> <li>• Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity.</li> <li>• Use supporting evidence to justify/explain own inferences in texts of moderate complexity.</li> <li>• Interpret, specify, or compare how information is presented across texts of moderate complexity.</li> <li>• Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.</li> <li>• Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Use explicit details and implicit information from the text to support answers and inferences in highly complex texts.</li> <li>• Begin to consistently identify and summarize central ideas/key events in highly complex texts.</li> <li>• Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in highly complex texts.</li> <li>• Begin to use extensive supporting evidence to justify/explain own inferences in depth in highly complex texts.</li> <li>• Begin to use extensive detail to interpret, specify, or compare how information is presented across highly complex texts.</li> <li>• Relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within highly complex texts.</li> <li>• Begin to determine and interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in</li> </ul> |

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| <b>Reading: Informational Texts</b>   |   |  |   |   |
| <b>RANGE ALD<br/>Target 8. KEY DETAILS:</b><br>Use explicit details and implicit information from the text to support answers or basic inferences about information presented and provided to them.   | Level 1 students should be able to identify details and information from the low-complexity text to minimally support answers or basic inferences about information presented and provided.   | Level 2 students should be able to identify details and information from moderately complex text to partially support answers or basic inferences about information presented and provided.  | Level 3 students should be able to identify explicit details and implicit information from moderate-to-high complexity text to adequately support answers or basic inferences presented and provided.   | Level 4 students should be able to identify and explain explicit details and implicit information from the text to support answers and basic inferences presented and provided.   |
| <b>RANGE ALD<br/>Target 9. CENTRAL IDEAS:</b><br>Identify or summarize central ideas, key events, or procedures.  | Level 1 students should be able to minimally identify central ideas, key events, or procedures in texts of low complexity.  | Level 2 students should be able to partially identify or summarize central ideas, key events, or procedures in texts of moderate complexity.   | Level 3 students should be able to adequately identify or summarize central ideas, key events, or procedures in texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly identify and summarize central ideas, key events, or procedures in texts of unusually high complexity.  |
| <b>RANGE ALD<br/>Target 10. WORD MEANINGS:</b> Determine intended meanings of words, including academic (tier 2) words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. | Level 1 students should be able to minimally determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or heavy reliance on use of resources in texts of low complexity. | Level 2 students should be able to partially determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to moderately complex texts. | Level 3 students should be able to adequately determine intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate-to-high complexity. | Level 4 students should be able to thoroughly determine the intended meanings of words, including academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common in texts of unusually high complexity. |
| <b>RANGE ALD<br/>Target 11. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify or interpret how information is presented or integrated  | Level 1 students should be able to minimally use supporting evidence to justify or interpret how information is presented in texts of low complexity.   | Level 2 students should be able to partially use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.   | Level 3 students should be able to adequately use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly use detailed supporting evidence to justify or interpret how information is presented or integrated in texts of unusually high complexity.  |

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| (author's reasoning, type of account, visual/graphic information, concepts, ideas).   |  |   |  |  |
| <b>RANGE ALD</b><br><b>Target 12. ANALYSIS</b><br><b>WITHIN OR ACROSS TEXTS:</b><br>Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/effect, integrate information).            | Level 1 students should be able to minimally interpret, explain, or connect information presented within or across texts of low complexity.  | Level 2 students should be able to partially interpret, explain, or connect information presented within or across texts of moderate complexity.  | Level 3 students should be able to adequately interpret, explain, or connect information presented within or across texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly interpret, explain, or connect information presented within or across texts of unusually high complexity.  |
| <b>RANGE ALD</b><br><b>Target 13. TEXT</b><br><b>STRUCTURES/FEATURES:</b><br>Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.             | Level 1 students should be able to minimally relate knowledge of text structures or text features to obtain, interpret, or explain information in texts of low complexity.           | Level 2 students should be able to partially relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.  | Level 3 students should be able to adequately relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of unusually high complexity.  |
| <b>RANGE ALD</b><br><b>Target 14. LANGUAGE USE:</b><br>Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone. | Level 1 students should be able to minimally determine figurative language/literary devices or connotative meanings of words and phrases used in context in texts of low complexity. | Level 2 students should be able to partially determine or interpret, with support, figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.  | Level 3 students should be able to adequately determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in texts of unusually high complexity.   |
| <b>THRESHOLD ALD</b><br><b>Reading Targets 8–14</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify some details and information from the text to support answers or basic inferences about information presented in texts of low-to-moderate complexity.</li> <li>Identify some central ideas, key events, and procedures with support.</li> <li>Determine intended meanings of some</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Identify details and information from texts of moderate complexity to support answers or basic inferences about information presented and provided.</li> <li>Identify or summarize central ideas, key events, and procedures in texts</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Begin to identify and explain explicit details and implicit information from highly complex texts to support answers and inferences about information presented and provided.</li> <li>Identify and summarize central ideas, key details, and procedures in</li> </ul> |

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|  |  | <p>words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or partial reliance on use of resources in texts of low-to-moderate complexity.</p> <ul style="list-style-type: none"><li>• Provide some supporting evidence to justify or interpret how information is presented in texts of low-to-moderate complexity.</li><li>• Interpret, explain, or connect information presented within or across texts of low-to-moderate complexity.</li><li>• Relate knowledge of some text structures or text features to obtain, interpret, or explain information in texts of low-to-moderate complexity.</li><li>• Determine some figurative language/literary devices or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of low-to-moderate complexity.</li></ul> | <p>of moderate complexity.</p> <ul style="list-style-type: none"><li>• Determine intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to texts of moderate complexity.</li><li>• Use supporting evidence to justify or interpret how information is presented or integrated in texts of moderate complexity.</li><li>• Interpret, explain, or connect information presented within or across texts of moderate complexity.</li><li>• Relate knowledge of text structures or text features to obtain, interpret, explain, or integrate information in texts of moderate complexity.</li><li>• Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and explain the impact of those word choices on meaning and tone in texts of moderate complexity.</li></ul> | <p>highly complex texts.</p> <ul style="list-style-type: none"><li>• Begin to determine the intended meanings of words, academic words, domain-specific words, and words with multiple meanings, based on context, word relationships, word structure, or use of resources, with primary focus on the academic vocabulary common to highly complex texts.</li><li>• Begin to use detailed supporting evidence to justify or interpret how information is presented and integrated in highly complex texts.</li><li>• Begin to interpret, explain, or connect information presented within or across highly complex texts.</li><li>• Begin to relate knowledge of text structures or text features to obtain, interpret, explain, and integrate information in highly complex texts.</li><li>• Begin to determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone in highly complex texts.</li></ul> |
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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                                | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>               | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                         |
| <i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>   |
| <b>Writing</b>   |  |  |  |  |
| <b>RANGE ALD</b><br><b>Target 1. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs, demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). | Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure paragraph, demonstrating minimal use of narrative techniques, chronology, or appropriate transitional strategies for coherence, or author's craft appropriate to purpose. | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose. |
| <b>RANGE ALD</b><br><b>Target 2. COMPOSE FULL TEXTS:</b> Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, appropriate transitional strategies for   | Level 1 students should be able to provide minimal evidence that they can write full, simple compositions, demonstrating minimal use of narrative techniques, structures, or appropriate transitional strategies for coherence.  | Level 2 students should be able to provide partial evidence that they can write full compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.           | Level 3 students should be able to provide adequate evidence that they can write full compositions, adequately demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.                | Level 4 students should be able to provide thorough evidence that they can write full, complex compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.                            |

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| coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).  |   |  |   |   |
| <b>RANGE ALD</b><br><b>Target 3. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.               | Level 1 students should be able to provide minimal evidence that they can write or revise one simple-structure informational/explanatory paragraph, minimally demonstrating the ability to organize ideas by stating a focus, including supporting evidence and some elaboration, or writing body paragraphs or a conclusion.   | Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph, partially demonstrating the ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion.                   | Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, adequately demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph, demonstrating the ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and writing body paragraphs and a strong conclusion appropriate to purpose and audience. |
| <b>RANGE ALD</b><br><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can write full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal evidence of organization of ideas, underdeveloped focus, few structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion. | Level 2 students should be able to provide partial evidence that they can write informational/explanatory texts on a topic, in which there may be some attendance to purpose and audience, some organization of ideas and focus, inclusion of some structures and transitional strategies for coherence, some evidence and elaboration, and a simple conclusion. | Level 3 students should be able to provide adequate evidence that they can write full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing an appropriate conclusion.                            | Level 4 students should be able to provide thorough evidence that they can write full, complex informational/explanatory texts on a topic, attending to purpose and audience, efficiently organizing ideas, keeping a strong focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed conclusion.                            |

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| <b>RANGE ALD</b><br><b>Target 5. USE TEXT FEATURES:</b> Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.  | Level 1 students should be able to provide, with significant support (e.g. explicit direction, step-by-step guidance), minimal evidence that they can use text features in informational texts to enhance meaning.  | Level 2 students should be able to provide, with minimal support (e.g. directive and general feedback), partial evidence that they can use text features in informational texts to enhance meaning.  | Level 3 students should be able to provide adequate evidence that they can use text features in informational text to enhance meaning.  | Level 4 students should be able to provide thorough evidence that they can use text features in informational texts to enhance meaning.  |
| <b>RANGE ALD</b><br><b>Target 6. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.   | Level 1 students should be able to provide minimal evidence that they can write or revise one simple paragraph, in which there may be a poorly stated opinion about a topic or source, few organized ideas, loosely developed evidence/reasons and elaboration, and an underdeveloped conclusion.   | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, in which there may be a briefly stated opinion about topics or sources, a loosely set context, partially organized ideas, loosely developed evidence/reasons and elaboration, or a conclusion with limited purpose and audience.  | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating the ability to state opinions about topics or sources, set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.  | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating the ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop a well-stated conclusion appropriate to purpose and audience.   |
| <b>RANGE ALD</b><br><b>Target 7. COMPOSE FULL TEXTS:</b> Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can write simple opinion pieces, in which there may be a poorly stated opinion about a topic or source; minimal attendance to purpose and audience; few organized ideas; little statement of a context and focus; and inclusion of few structures and transitions for coherence, few supporting reasons/evidence, and an underdeveloped conclusion. | Level 2 students should be able to provide partial evidence that they can write opinion pieces, in which they may occasionally demonstrate the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop a conclusion. | Level 3 students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitions for coherence; develop supporting evidence/reasons and elaboration; and develop an appropriate conclusion. | Level 4 students should be able to provide thorough evidence that they can write complex opinion pieces, demonstrating the ability to state opinions about topics or sources; effectively attend to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitions for coherence; develop strong supporting evidence/reasons and elaboration; and develop an appropriate, well-developed conclusion. |
| <b>RANGE ALD</b><br><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b>   | Level 1 students should be able to provide, with significant support (e.g. explicit direction, step-by-step support),   | Level 2 students should be able to provide, with minimal support (e.g. directive and general feedback), partial evidence they can use language   | Level 3 students should be able to provide adequate evidence that they can strategically use language and vocabulary appropriate to   | Level 4 students should be able to provide thorough evidence that they can strategically and effectively use language  |

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| Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.                         | minimal evidence that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.  | and vocabulary appropriate to purpose and audience when revising or composing texts.   | purpose and audience when revising or composing texts.   | and vocabulary appropriate to purpose and audience when revising or composing complex texts.  |
| <b>RANGE ALD</b><br><b>Target 9. EDIT/CLARIFY:</b><br>Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. | Level 1 students should be able to provide, with significant support (e.g., explicit feedback, grammar aids), minimal evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts. | Level 2 students should be able to provide, with minimal support (e.g., grammar aids), partial evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.   | Level 3 students should be able to provide adequate evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.  | Level 4 students should be able to provide thorough evidence that they can apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.   |
| <b>RANGE ALD</b><br><b>Target 10. TECHNOLOGY:</b><br>Use tools of technology to gather information, make revisions, or produce texts.  | Level 1 students should be able to provide, with significant support (e.g., explicit direction, whole broken into parts), minimal evidence that they can use tools of technology to gather information, make revisions, or produce texts.   | Level 2 students should be able to provide, with minimal support (e.g., whole broken into parts), partial evidence that they can use tools of technology to gather information, make revisions, or produce texts.  | Level 3 students should be able to provide adequate evidence that they can use tools of technology to gather information, make revisions, or to produce texts.   | Level 4 students should be able to provide thorough evidence that they can use multiple tools of technology to gather information, make revisions, and produce texts.   |
| <b>THRESHOLD ALD</b><br><b>Writing Targets 1-10</b>  |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft.</li> <li>• Write simple complete compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft.</li> <li>• Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating a focus, include transitional strategies for coherence or supporting evidence and elaboration, or write body paragraphs with a conclusion.</li> <li>• Write simple informational/explanatory</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, and begin to use author's craft with appropriate purpose.</li> <li>• Write full compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and begin to use author's craft with limited purpose.</li> <li>• Write one full informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.</li> <li>• Begin to write full complex compositions, demonstrating, specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.</li> <li>• Begin to write or revise more than one complex informational/explanatory paragraph, demonstrating ability to</li> </ul> |



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|  |  | <p>text on a topic, occasionally attending to purpose and audience; using minimal organization of ideas by stating a focus; including structures and transitional strategies for coherence; and including evidence, elaboration, and a conclusion.</p> <ul style="list-style-type: none"> <li>• With some support (e.g., directive and general feedback), show some awareness of how to use text features in informational texts to enhance meaning.</li> <li>• Write or revise one simple paragraph, demonstrating a limited ability to state opinions about topics or sources, including few organized ideas, loosely developed evidence/reasons and elaboration, and an undeveloped conclusion.</li> <li>• Write simple opinion pieces demonstrating some ability to state opinions about a topic or source, minimally attending to purpose and audience; organize few ideas by stating a context and focus; include some structures and transitional strategies for coherence; include few supporting reasons/evidence; and include a conclusion.</li> <li>• With some support (e.g., directive or general feedback) show some awareness of how to use language and vocabulary appropriate to purpose and audience when revising or composing texts.</li> <li>• Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts with support (e.g., grammar aids).</li> <li>• Use tools of technology to gather information, make revisions, or produce texts with support (e.g., whole broken into parts).</li> </ul> | <p>or supporting evidence and elaboration, and begin to write body paragraphs appropriate to a purpose and audience.</p> <ul style="list-style-type: none"> <li>• Write informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence; include supporting evidence and elaboration; and begin to develop a complete conclusion.</li> <li>• Use some text features in informational text to enhance meaning without support.</li> <li>• Write or revise one paragraph, demonstrating ability to state opinions about topics or sources, set loose context, minimally organize ideas, develop evidence/reasons and elaboration, and develop a conclusion with limited purpose and audience.</li> <li>• Write opinion pieces, demonstrating ability to state opinions about topics or sources, attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop an appropriate conclusion.</li> <li>• Strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts without support.</li> <li>• Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts without support.</li> <li>• Use tools of technology to gather information, make revisions, or produce texts.</li> </ul> | <p>organize ideas by stating focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, and writing body paragraphs with a conclusion appropriate to purpose and audience.</p> <ul style="list-style-type: none"> <li>• Begin to write full, complex informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus; include structures and appropriate transitional strategies for coherence; and include strong supporting details and a well-developed, appropriate conclusion.</li> <li>• Begin to use text features in information texts to enhance meaning.</li> <li>• Begin to write or revise more than one complex paragraph, demonstrating ability to state opinions about topics or sources, set a context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, and develop an appropriate, strong conclusion.</li> <li>• Begin to write complex opinion pieces, clearly demonstrating ability to state opinions about topics or sources, attending to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons; and provide an appropriate, well-developed conclusion.</li> <li>• Begin to strategically use language and vocabulary appropriate to purpose and audience when</li> </ul> |
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|  |  |  |  | <div>revising or composing complex texts.</div> <ul style="list-style-type: none"><li>• Begin to apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.</li><li>• Begin to use multiple tools of technology to gather information, make revisions, or produce texts.</li></ul> |
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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i> | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 1 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>                 | <i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>  |
| <b>Listening</b>   |   |   |  |  |
| <b>RANGE ALD Target 4. LISTEN/INTERPRET:</b><br>Interpret and use information delivered orally or audio-visually.                  | Level 1 students should be able to provide minimal evidence that they can interpret and use information delivered orally or audio-visually with significant support (e.g., guided direction, repeated listening or viewing).                              | Level 2 students should be able to provide partial evidence that they can interpret and use information delivered orally or audio-visually with minimal support (e.g., directive feedback).   | Level 3 students should be able to provide adequate evidence that they can accurately interpret and use information delivered orally or audio-visually.  | Level 4 students should be able to provide thorough evidence that they can critically interpret and use information delivered orally or audio-visually.  |
| <b>THRESHOLD ALD Listening Target 4</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).</li> </ul>                                   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Interpret and use information delivered orally or audio-visually without support.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Begin to critically interpret and use information delivered orally or audio-visually.</li> </ul>   |

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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>         |
| <b>RANGE ALD Target 1. PLAN/RESEARCH:</b><br>Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.                   | Level 1 students should be able to provide minimal evidence that they can conduct simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.                               | Level 2 students should be able to provide partial evidence that they can conduct short, limited research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.                       | Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.                                | Level 4 students should be able to provide thorough evidence that they can conduct research projects to critically answer multi-step questions or to effectively investigate and paraphrase different aspects of a broader topic or concept.               |
| <b>RANGE ALD Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources. | Level 1 students should be able to provide minimal evidence that they can locate information to support ideas and select information from data or print and non-print text sources.   | Level 2 students should be able to provide partial evidence that they can locate information to support central ideas and subtopics, and select information and partially integrate information from data or print and non-print sources.                 | Level 3 students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics, and select and integrate information from data or print and non-print text sources.                                  | Level 4 students should be able to provide thorough evidence that they can locate information to strongly support central ideas and subtopics, and select and integrate critical information from two or more data or print and non-print text sources.    |
| <b>RANGE ALD Target 3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion).  | Level 1 students should be able to provide minimal evidence that they can distinguish relevant-irrelevant information with support (e.g., explicit direction).  | Level 2 students should be able to provide partial evidence that they can distinguish relevant-irrelevant information with minimal support (e.g., directive or general feedback).   | Level 3 students should be able to provide adequate evidence that they can distinguish relevant-irrelevant information.  | Level 4 students should be able to provide thorough evidence that they can distinguish relevant-irrelevant information from multiple sources.  |

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| <b>RANGE ALD</b><br><b>Target 4. USE EVIDENCE:</b><br>Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed. | Level 1 students should be able to provide minimal evidence that they can generate conjectures or opinions. | Level 2 students should be able to provide partial evidence that they can generate conjectures or opinions and include evidence to support them based on evidence collected.   | Level 3 students should be able to provide adequate evidence that they can generate conjectures or opinions and cite evidence to support them based on evidence collected and analyzed.   | Level 4 students should be able to provide thorough evidence that they can generate strong conjectures or opinions and thoroughly cite relevant evidence to support them based on evidence collected and analyzed.  |
| <b>THRESHOLD ALD</b><br><b>Research Targets 1-4</b>  |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"><li>• Conduct short simple research projects to answer single-step questions or to investigate and paraphrase different aspects of a narrow topic or concept.</li><li>• Locate some information to support ideas and select some information from data or print and non-print text sources.</li><li>• Distinguish relevant-irrelevant information with support (e.g., some directive feedback).</li><li>• Generate some conjectures or opinions.</li></ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"><li>• Conduct short, limited research projects to answer multi-step questions, or to investigate and paraphrase different aspects of a broader topic or concept.</li><li>• Locate information to support central ideas and subtopics and select information and partially integrate information from data or print and non-print sources.</li><li>• Distinguish relevant-irrelevant information without support.</li><li>• Generate partial conjectures or opinions and include partial evidence to support them based on evidence collected.</li></ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"><li>• Begin to conduct research projects to answer multi-step questions or to investigate and paraphrase different aspects of a broader topic or concept.</li><li>• Begin to locate information to support central ideas and subtopics and select and integrate critical information from two or more data or print and non-print text sources.</li><li>• Begin to distinguish relevant-irrelevant information.</li><li>• Begin to generate strong conjectures or opinions and cite relevant evidence to support them based on evidence collected and analyzed.</li></ul> |

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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>   | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>   |
| <b>Reading: Literary Texts</b>   |   |   |   |   |
| <b>RANGE ALD Target 1. KEY DETAILS:</b><br>Identify explicit details and implicit information from the text to support answers or inferences about information provided by the item.   | Level 1 students should be able to minimally identify details and information to support answers regarding or inferences in texts of low complexity.  | Level 2 students should be able to partially identify some details and information from the text to support answers regarding or inferences made in texts of moderate complexity.   | Level 3 students should be able to adequately identify explicit details and implicit information to support answers regarding or inferences in texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly identify explicit details and implicit information to support answers regarding or inferences in texts of unusually high complexity.  |
| <b>RANGE ALD Target 2. CENTRAL IDEAS:</b><br>Identify or summarize central ideas/key events.   | Level 1 students should be able to minimally identify or summarize central ideas/key events in texts of low complexity.   | Level 2 students should be able to partially identify or summarize central ideas/key events in texts of moderate complexity.  | Level 3 students should be able to adequately identify or summarize central ideas/key events in texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly summarize central ideas/key events in texts of unusually high complexity.   |
| <b>RANGE ALD Target 3. WORD MEANINGS:</b> Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words) based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin | Level 1 students should be able to minimally determine the intended meaning of a few common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of low complexity. | Level 2 students should be able to partially determine the intended meaning of some common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of moderate complexity. | Level 3 students should be able to adequately determine the intended or precise meaning of most common grade-appropriate words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of moderate-to-high complexity. | Level 4 students should be able to thoroughly determine the intended or precise meaning of an extensive range of words, including words with multiple meanings (academic words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, both print and digital) in texts of unusually high complexity. |

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| roots, affixes), or use of resources (e.g., dictionary, thesaurus).   |  |   |   |   |
| <b>RANGE ALD</b><br><b>Target 4. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view).  | Level 1 students should be able to minimally use, with significant support (e.g., within highlighted text or a shorter passage), supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of low complexity.                | Level 2 students should be able to use, with minimal support (e.g. directive or general feedback), some supporting evidence to partially justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate complexity.                             | Level 3 students should be able to adequately use supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of moderate-to-high complexity.                                       | Level 4 students should be able to use thorough and insightful supporting evidence to justify their own interpretations (theme, events, conflicts/challenges, setting, character development/interactions, point of view) in texts of unusually high complexity.  |
| <b>RANGE ALD</b><br><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events). | Level 1 students should be able to compare, with significant support (e.g., within highlighted text or a shorter passage), how information is presented within texts of low complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).         | Level 2 students should be able to compare, with minimal support (e.g., within highlighted text or a shorter passage), how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events). | Level 3 students should be able to adequately analyze or compare how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events). | Level 4 students should be able to provide an in-depth analysis or comparison of how information is presented within or across texts of unusually high complexity, showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events).     |
| <b>RANGE ALD</b><br><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.  | Level 1 students should be able to provide, with significant support (e.g., within highlighted text or a shorter passage), a minimal analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of low complexity and analyze the impact of those choices on meaning or presentation. | Level 2 students should be able to provide, with minimal support (e.g., within highlighted text or a shorter passage), a partial analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of moderate complexity and analyze the impact of those choices on meaning or presentation.   | Level 3 students should be able to provide an adequate and relevant analysis of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of moderate-to-high complexity and analyze the impact of those choices on meaning or presentation.          | Level 4 students should be able to provide thorough and insightful analyses of text structures, genre-specific features, or formats (visual/graphic/auditory effects) in texts of unusually high complexity and analyze the impact of those choices on meaning or presentation.                               |
| <b>RANGE ALD</b><br><b>Target 7. LANGUAGE USE:</b> Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings  | Level 1 students should be able to correctly identify, with significant support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.  | Level 2 students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.   | Level 3 students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context in texts of unusually high complexity, as well as interpret their impact on reader interpretation. |

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| of words and phrases used in context.  |   |   |  |  |
| <b>THRESHOLD ALD</b><br><b>Reading Targets 1-7</b>   |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.</li> <li>• Use some explicit and limited implicit information to support emerging inferences or analyses.</li> <li>• Partially summarize central ideas and some key events.</li> <li>• Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.</li> <li>• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in one or more texts.</li> <li>• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.</li> <li>• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</li> <li>• Interpret the meaning of some common figurative language.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.</li> <li>• Identify and interpret the meaning of some figurative language, some literary devices, and some connotative meanings of words and phrases.</li> <li>• Accurately summarize central ideas and key events.</li> <li>• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.</li> <li>• With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects.</li> <li>• With some consistency, analyze some text structures and genre-specific features or formats from multiple texts, and identify the impact of those choices on meaning or presentation.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Consistently cite specific and relevant textual evidence to support conclusions drawn from highly complex texts.</li> <li>• Accurately interpret the meaning and impact of most figurative language and literary devices or cognitive meanings of words and phrases.</li> <li>• Consistently and accurately summarize central ideas and key events.</li> <li>• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.</li> <li>• Analyze and/or compare how information is presented within or across highly complex texts, identifying relationships among targeted aspects.</li> <li>• Consistently evaluate text structures and genre-specific features across texts, and identify the impact of those choices on meaning or presentation.</li> </ul> |
| <b>Reading: Informational Texts</b>  |   |   |  |  |
| <b>RANGE ALD</b><br><b>Target 8. KEY DETAILS:</b><br>Use explicit details and implicit information from texts to support answers or inferences about information presented and provided to them. | Level 1 students should be able to use, with significant support (e.g., highlighted text), limited information from text to support answers or inferences about information presented in texts of low complexity. | Level 2 students should be able to use, with minimal support (e.g., highlighted text), information from text to partially support answers or inferences about information presented in texts of moderate complexity.  | Level 3 students should be able to adequately use explicit details and implicit information from text to support answers or inferences about information presented in texts of moderate-to-high complexity.  | Level 4 students should be able to use explicit details and implicit information from text to support answers or inferences about information presented in texts of unusually high complexity.   |



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| <b>RANGE ALD</b><br><b>Target 9. CENTRAL IDEAS:</b><br>Summarize central ideas, key events, procedures, or topics and subtopics.  | Level 1 students should be able to, with significant support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of low complexity.  | Level 2 students should be able to, with minimal support (e.g., highlighted text), summarize central ideas, key events, procedures, or topics and subtopics in texts of moderate complexity.   | Level 3 students should be able to provide adequate summaries of central ideas, key events, procedures, or topics and subtopics in texts of moderate-to-high complexity.   | Level 4 students should be able to provide thorough summaries of central ideas, key events, procedures, or topics and subtopics in texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 10. WORD MEANINGS:</b><br>Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. | Level 1 students should be able to determine, with significant support (e.g., within highlighted text or a shorter passage) and in texts of low complexity, the intended meaning of a few common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts. | Level 2 students should be able to determine, with some support and in texts of moderate complexity, the intended meaning of some common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to texts. | Level 3 students should be able to adequately determine, in texts of moderate-to-high complexity, the intended meaning of common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts. | Level 4 students should be able to thoroughly determine, in texts of unusually high complexity, the intended or precise meaning of most common, grade-appropriate words, including academic words, domain-specific words, and words with multiple meanings based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots and affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts. |
| <b>RANGE ALD</b><br><b>Target 11. REASONING &amp; EVIDENCE:</b><br>Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas).   | Level 1 students should be able to minimally use, with significant support (e.g., explicit directions, step-by-step support), supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of low complexity.   | Level 2 students should be able to partially use supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.   | Level 3 students should be able to use adequate supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of moderate-to-high complexity.  | Level 4 students should be able to use thorough and insightful supporting evidence to justify interpretations of information presented or how information is integrated (author's reasoning; interactions between events, concepts, or ideas) in texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b><br>Analyze or compare how information is presented within or across texts, showing   | Level 1 students should be able to, with significant support (e.g., explicit directions, step-by-step support), minimally use evidence to compare how information (events, people, ideas, topic) is presented in texts of low complexity.  | Level 2 students should be able to, with minimal support (e.g., directive feedback), partially use evidence to analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate complexity.   | Level 3 students should be able to adequately analyze or compare how information (events, people, ideas, topic) is presented within or across texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly analyze or compare how information (events, people, ideas, topic) is presented within or across texts of unusually high complexity.  |

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| relationships among targeted aspects (point of view, genre features, topic).   |   |  |  |   |
| <b>RANGE ALD</b><br><b>Target 13. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures to compare or connect information across texts.  | Level 1 students should be able to relate, with significant support (e.g., explicit directions, step-by-step support), knowledge of text structures to identify information across texts of low complexity.   | Level 2 students should be able to partially relate, with minimal support (e.g., directive feedback), knowledge of text structures to compare or make obvious connections using information across texts of moderate complexity.   | Level 3 students should be able to adequately relate knowledge of text structures to effectively compare or connect information across texts of moderate-to-high complexity.   | Level 4 students should be able to thoroughly relate knowledge of text structures to make advanced comparisons or insightful connections using information across texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 14. LANGUAGE USE:</b> Identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context. | Level 1 students should be able to identify, with significant support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity. | Level 2 students should be able to partially identify or interpret, with minimal support (e.g., highlighted text), some common figurative language (e.g., metaphors, similes, idioms), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.  | Level 3 students should be able to adequately identify or interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly interpret figurative language (e.g., metaphors, similes, idioms), use of literary devices or connotative meanings of words and phrases used in context in texts of unusually high complexity.   |
| <b>THRESHOLD ALD</b><br><b>Reading Targets 8-14</b>  |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite some textual evidence to support conclusions drawn from texts of low-to-moderate complexity.</li> <li>• Use some explicit and limited implicit information to support emerging inferences or analyses.</li> <li>• Partially summarize central ideas and some key events.</li> <li>• Determine the intended meaning of some grade-appropriate words, including academic and domain-specific words within context.</li> <li>• Use some supporting evidence to justify interpretations of information presented or indicate how information is integrated in texts of low-to-moderate complexity.</li> <li>• Identify and begin to compare how information is presented within or across texts of low-to-moderate complexity.</li> <li>• Use basic knowledge of text structures or</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• With some consistency, identify some relevant textual evidence to support conclusions drawn from texts of moderate complexity.</li> <li>• Identify and interpret the meaning of some figurative language and some literary devices or connotative meanings of words and phrases.</li> <li>• Accurately summarize central ideas and key events.</li> <li>• With some consistency, determine the intended or precise meaning of grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply some relevant reasoning and textual evidence to justify developing analyses or judgments.</li> <li>• With some consistency, analyze how information is presented within or</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Consistently cite specific, relevant textual evidence to support conclusions drawn from highly complex texts.</li> <li>• Accurately interpret the meaning and impact of most figurative language and literary devices or connotative meanings of words and phrases.</li> <li>• Consistently and accurately summarize central ideas and key events.</li> <li>• Determine the intended and precise meaning of most grade-appropriate words, including academic and domain-specific words.</li> <li>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments.</li> <li>• Analyze and/or compare how</li> </ul> |

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|         |  | <p>genre-specific features to begin to integrate or analyze information.</p> <ul style="list-style-type: none"> <li>• Interpret the meaning of some common figurative language.</li> </ul> | <p>across texts of moderate complexity, identifying some relationships among targeted aspects.</p> <ul style="list-style-type: none"> <li>• With some consistency, analyze some text structures, genre-specific features, or formats from multiple texts of moderate complexity.</li> </ul> | <p>information is presented within or across highly complex texts, identifying relationships among targeted aspects.</p> <ul style="list-style-type: none"> <li>• Consistently evaluate text structures across highly complex texts.</li> </ul> |

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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>            | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>      | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                         |
| <i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>   |
| <b>Writing</b>   |  |  |   |  |
| <b>RANGE ALD</b><br><b>Target 1. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs, demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). | Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured paragraph, demonstrating minimal use of narrative techniques, chronology, and transitional strategies for coherence.                       | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, demonstrating limited use of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose. | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraph, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.  |
| <b>RANGE ALD</b><br><b>Target 2. COMPOSE FULL TEXTS:</b> Write full compositions, demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors' craft appropriate   | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full but simply structured compositions, demonstrating minimal use of narrative techniques, chronology, and appropriate transitions for coherence. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full compositions, demonstrating limited use of narrative techniques, chronology, appropriate transitions for coherence, and/or author's craft.              | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full compositions, demonstrating narrative techniques, chronology, appropriate transitions for coherence, and author's craft appropriate to purpose.   | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full and complex compositions, demonstrating specific narrative techniques, chronology, appropriate transitions for coherence, and author's craft appropriate to purpose. |

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| to purpose (closure, detailing characters, plot, setting, events).   |   |  |  |  |
| <b>RANGE ALD</b><br><b>Target 3. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration or writing body paragraphs or a conclusion appropriate to purpose and audience.                | Level 1 students should be able to provide minimal evidence that they can write or revise one simply structured informational/explanatory paragraph, minimally demonstrating an ability to organize ideas by stating a weak focus or weak supporting evidence, providing some elaboration, or writing weak body paragraphs or an underdeveloped conclusion.   | Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph, demonstrating a limited ability to organize ideas by stating a focus, including transitional strategies for coherence, supporting evidence and elaboration, or writing body paragraphs or a conclusion.   | Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.          | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph, demonstrating an ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence or strong supporting evidence and elaboration, or writing body paragraphs or a strong conclusion appropriate to purpose and audience.                     |
| <b>RANGE ALD</b><br><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full, simple informational/explanatory text on a topic, in which there may be minimal attention to purpose and audience, weak organization of ideas, an underdeveloped focus, minimal structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, in which there may be occasional attendance to purpose and audience, organization of ideas by partial statement of a focus, inclusion of structures and transitional strategies for coherence, evidence and elaboration, and a conclusion. | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including supporting evidence and elaboration and an appropriate conclusion. | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, and including structures and appropriate transitional strategies for coherence, as well as including strong supporting evidence and elaboration and a well-developed and appropriate conclusion. |
| <b>RANGE ALD</b><br><b>Target 5. USE TEXT FEATURES:</b> Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.   | Level 1 students should be able to provide minimal evidence that they can use appropriate text features (e.g., headings, bold text, captions, etc.) in informational texts that are consistent with meaning.  | Level 2 students should be able to provide partial evidence that they can use some appropriate text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.  | Level 3 students should be able to provide adequate evidence that they can use appropriate and effective text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.  | Level 4 students should be able to provide thorough evidence that they can use effective and sophisticated text features (e.g., headings, bold text, captions, etc.) in informational texts to enhance meaning.  |

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| <b>RANGE ALD</b><br><b>Target 6. WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.   | Level 1 students should be able to provide minimal evidence that they can write or revise one simple paragraph, in which there may be a poorly stated opinion about topics or sources, few organized ideas, loosely developed evidence/reasons and elaboration, and an underdeveloped conclusion.   | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph, in which there may be a limited statement of opinion about topics or sources, a loose context, minimally organized ideas, partially developed evidence/reasons and elaboration, and a conclusion.  | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.   | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex paragraphs, demonstrating ability to state opinions about topics or sources, set a specific context, efficiently organize ideas, develop strong supporting evidence/reasons and elaboration, or develop a well-stated conclusion appropriate to purpose and audience.   |
| <b>RANGE ALD</b><br><b>Target 7. COMPOSE FULL TEXTS:</b> Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple opinion pieces, in which there may be a minimally stated opinion about a topic or source, minimal attention to purpose and audience, weakly organized ideas, use of few structures and few transitional strategies for coherence, weak identification of evidence/reasons, and an underdeveloped conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit opinion pieces, in which there may be a limited ability to state opinions about topics or sources, limited attendance to purpose and audience, limited organization of ideas, partial statement of a context and focus, some structures and transitional strategies for coherence, some development of evidence/reasons, some elaboration, and a simple conclusion. | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attending to purpose and audience, organizing ideas by stating a context and focus, including structures and appropriate transitional strategies for coherence, developing supporting evidence/reasons and elaboration, and developing an appropriate conclusion. | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex opinion pieces, demonstrating the ability to state opinions about topics or sources, effectively attending to purpose and audience, efficiently organizing ideas by stating a context and focus, including complex structures and appropriate transitional strategies for coherence, developing strong supporting evidence/reasons and elaboration, and developing a well-developed conclusion. |
| <b>RANGE ALD</b><br><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.   | Level 1 students should be able to provide, with significant support (e.g., select from a word list), minimal evidence that they can use some basic language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.  | Level 2 students should be able to provide, with minimal support (e.g., with directive feedback), partial evidence that they can use common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.  | Level 3 students should be able to provide adequate evidence that they can strategically use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.   | Level 4 students should be able to provide thorough evidence that they can strategically use an extensive range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.  |

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| <b>RANGE ALD</b><br><b>Target 9. EDIT/CLARIFY:</b><br>Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts. | Level 1 students should be able to provide minimal evidence that they can edit text, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).                            | Level 2 students should be able to provide partial evidence that they can apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  | Level 3 students should be able to provide adequate evidence that they can apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).   | Level 4 students should be able to provide thorough evidence that they can effectively apply and edit text, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  |
| <b>RANGE ALD</b><br><b>Target 10. TECHNOLOGY:</b><br>Use tools of technology to gather information, make revisions, or to produce texts.   | Level 1 students should be able to provide, with substantial guidance and support (e.g., explicit direction, whole broken into parts), minimal evidence that they can use the tools of technology (including the Internet) to produce and publish writing. | Level 2 students should be able to provide, with some guidance and support (e.g., whole broken into parts), partial evidence that they can use the tools of technology (including the Internet) to produce and publish writing.  | Level 3 students should be able to provide adequate evidence that they can use the tools of technology (including the Internet) to produce and publish writing.   | Level 4 students should be able to provide thorough evidence that they can effectively use the tools of technology (including the Internet) to produce and publish writing.  |
| <b>THRESHOLD ALD</b><br><b>Writing Targets 1-10</b>  |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Write or revise one paragraph, demonstrating some narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft.</li> <li>• Plan, write, revise, and edit a full composition, occasionally demonstrating narrative techniques, chronology, transitional strategies for coherence, or author's craft.</li> <li>• Write or revise one informational/explanatory paragraph, demonstrating some ability to organize ideas by stating a focus, including some transitional strategies for coherence or some supporting evidence and elaboration, or writing body paragraphs or a conclusion.</li> <li>• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including supporting evidence and elaboration, and developing a conclusion.</li> <li>• Use some appropriate text features</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Write or revise one or more paragraphs, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a conclusion.</li> <li>• Plan, write, revise, and edit a full composition, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, author's craft appropriate to purpose, including a conclusion, and evidence from texts to support analysis, reflection, and research.</li> <li>• Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating a focus, including transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</li> <li>• Plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience;</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Write or revise more than one complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose, including a strong conclusion.</li> <li>• Plan, write, revise, and edit a full, complex composition, clearly demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose, including a well-developed conclusion and evidence from texts to support analysis, reflection, and research.</li> <li>• Write or revise more than one complex informational/explanatory paragraph, demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or strong supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.</li> <li>• Plan, write, revise, and edit full informational/explanatory text on a topic,</li> </ul> |

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|         |  | <p>(headings, bold text, captions, etc.) in informational texts to enhance meaning.</p> <ul style="list-style-type: none"> <li>• Write or revise one paragraph, demonstrating some ability to state opinions about topics or sources, set a loose context, minimally organize ideas using linking words or phrases, develop evidence/reasons and some elaboration, or develop a conclusion.</li> <li>• Plan, write, revise, and edit opinion pieces, demonstrating some ability to state opinions about topics or sources, minimally attending to purpose and audience; organize ideas by stating a context and focus; include structures and some transitional strategies for coherence; develop some evidence/reasons and elaboration; and develop a conclusion.</li> <li>• With minimal support, use some common language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</li> <li>• Show some ability to apply and edit text, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Begin to use the tools of technology (including the Internet), with substantial guidance and support, to produce and publish writing.</li> </ul> | <p>organize ideas by stating a focus, include structures and transitional strategies for coherence, include supporting evidence and elaboration, and develop a conclusion.</p> <ul style="list-style-type: none"> <li>• Use appropriate text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</li> <li>• Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.</li> <li>• Plan, write, revise and edit full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting evidence/reasons, and develop a conclusion appropriate to purpose and audience.</li> <li>• Use a range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</li> <li>• Adequately apply and edit text, demonstrating a understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Use the tools of technology (including the Internet) to produce and publish writing.</li> </ul> | <p>attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including strong supporting evidence and elaboration, and developing an appropriate conclusion.</p> <ul style="list-style-type: none"> <li>• Use effective text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.</li> <li>• Write or revise more than one paragraph, clearly demonstrating the ability to state opinions about topics or sources, set a context, efficiently organize ideas using linking words or phrases, develop supporting evidence/reasons and some elaboration, or develop a conclusion appropriate to purpose and audience.</li> <li>• Plan, write, revise and edit full opinion pieces, demonstrating the ability to state opinions about topics or sources, attend to purpose and audience, efficiently organize ideas by stating a context and focus, include some complex structures and appropriate transitional strategies for coherence, develop strong supporting evidence/reasons and elaboration, and develop an appropriate conclusion.</li> <li>• Use a broad range of language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</li> <li>• Effectively apply and edit text, demonstrating an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Effectively use the tools of technology (including the Internet) to produce and publish writing.</li> </ul> |



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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i> | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>                 | <i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>  |
| <b>Listening</b>   |   |   |  |  |
| <b>RANGE ALD<br/>Target 4.<br/>LISTEN/INTERPRET:</b><br>Interpret and use information delivered orally or audio-visually.          | Level 1 students should be able to provide minimal evidence that they can retell and use information delivered orally or through audio-visual materials with significant support (e.g., guided direction, repeated listening or viewing).                 | Level 2 students should be able to provide partial evidence that they can summarize and use information delivered orally or through audio-visual materials with some support (e.g., directive feedback).  | Level 3 students should be able to provide adequate evidence that they can accurately summarize and use information delivered orally or through audio-visual materials.  | Level 4 students should be able to provide thorough evidence that they can critically summarize and use information delivered orally or through audio-visual materials.  |
| <b>THRESHOLD ALD<br/>Listening Target 4</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Interpret and use information delivered orally or audio-visually with support (e.g., some directive feedback).</li> </ul>                                   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Interpret and use information delivered orally or audio-visually.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Begin to critically interpret and use information delivered orally or audio-visually.</li> </ul>   |

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| <i>Overall Claim: Students can demonstrate progress toward college and career readiness in English language arts and literacy.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                               | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                               | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>  |
| <b>Research</b>   |  |   |  |   |
| <b>RANGE ALD<br/>Target 1. PLAN/RESEARCH:</b><br>Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources. | Level 1 students should be able to provide minimal evidence that they can conduct short and simple research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources. | Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources. | Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources. | Level 4 students should be able to provide thorough evidence that they can critically and effectively conduct short research projects to answer questions, to summarize information, to present an opinion, or to investigate different aspects and subtopics of a broader topic or concept using multiple sources. |
| <b>RANGE ALD<br/>Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b><br>Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.                           | Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.  | Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.  | Level 3 students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics; select and integrate information from multiple sources.  | Level 4 students should be able to provide thorough evidence that they can critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.  |
| <b>RANGE ALD<br/>Target 3. ANALYZE INFORMATION/SOURCES:</b><br>Distinguish relevant-irrelevant information (e.g., fact/opinion).  | Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can gather and distinguish relevant information, summarize/paraphrase information   | Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.                           | Level 3 students should be able to provide adequate evidence that they can gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.   | Level 4 students should be able to provide thorough evidence that they can critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.   |

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|  | from multiple sources, and provide a list of sources.  |   |  |   |
| <b>RANGE ALD</b><br><b>Target 4. USE EVIDENCE:</b><br>Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed. | Level 1 students should be able to provide, with substantial guidance (e.g., explicit direction), minimal evidence that they can identify information from several sources on the same topic to generate an opinion and write about the subject knowledgeably. | Level 2 students should be able to provide, with some guidance (e.g., directive feedback), partial evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.   | Level 3 students should be able to provide adequate evidence that they can integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.   | Level 4 students should be able to provide thorough evidence that they can critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.   |
| <b>THRESHOLD ALD</b><br><b>Research Targets 1-4</b>  |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Begin to conduct simple, short research projects with some guidance.</li> <li>• With some guidance, begin to locate information to support central ideas and subtopics; select and integrate information from multiple sources.</li> <li>• With some guidance, begin to gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.</li> <li>• With some guidance, begin to integrate information from several sources on the same topic to generate an informed opinion in order to write about the subject knowledgeably.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Conduct short research projects.</li> <li>• Locate information to support central ideas and subtopics; select and integrate information from multiple sources.</li> <li>• Gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.</li> <li>• Integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Begin to critically and effectively conduct short research projects with some guidance.</li> <li>• Begin to critically and effectively locate information to support central ideas and subtopics; select and integrate information from multiple sources.</li> <li>• Begin to critically and effectively gather and distinguish relevant information, summarize/paraphrase information from multiple sources, and provide a list of sources.</li> <li>• Begin to critically and effectively integrate information from several sources on the same topic to generate an informed opinion and write about the subject knowledgeably.</li> </ul> |

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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>  |
| <b>Reading: Literary Texts</b>   |  |   |  |  |
| <b>RANGE ALD</b><br><b>Target 1. KEY DETAILS:</b> Use explicit details and implicit information from the text to support inferences or analyses of the information presented.  | Level 1 students should be able to locate, with significant support (e.g., directed to limited text), textual evidence that minimally supports conclusions drawn from texts of low complexity.   | Level 2 students should be able to cite textual evidence that partially supports conclusions drawn from texts of moderate complexity.   | Level 3 students should be able to cite specific, sufficient, and relevant textual evidence to adequately support conclusions drawn from texts of moderate-to-high complexity.   | Level 4 students should be able to cite specific, relevant, and substantial textual evidence to support conclusions drawn from texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events.  | Level 1 students should be able to provide, with significant support (i.e., texts of low complexity or a shorter passage), a limited summary of a few central ideas/key events.  | Level 2 students should be able to provide, with some support (i.e., texts of moderate complexity or a shorter passage), a brief summary of some central ideas/key events.  | Level 3 students should be able to summarize central ideas, themes, and key events using relevant details from texts of moderate-to-high complexity to determine a theme or central idea and provide an objective summary.   | Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of the texts of unusually high complexity, including references to characterization and plot development.   |
| <b>RANGE ALD</b><br><b>Target 3. WORD MEANINGS:</b> Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools). | Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity. |

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| <b>RANGE ALD</b><br><b>Target 4. REASONING &amp; EVIDENCE:</b> Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot). | Level 1 students should be able to use, with significant support (e.g., delimited text), minimal evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).  | Level 2 students should be able to use partial textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).   | Level 3 students should be able to use adequate textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).                                    | Level 4 students should be able to use thorough and varied textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, character, setting, plot).                       |
| <b>RANGE ALD</b><br><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material).  | Level 1 students should be able to use minimal textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of low complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).   | Level 2 students should be able to use partial textual evidence (e.g., within highlighted text or a shorter passage) to analyze how information is presented within or across texts of moderate complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).   | Level 3 students should be able to use adequate textual evidence to analyze how information is presented within or across texts of moderate-to-high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).             | Level 4 students should be able to use thorough and varied textual evidence to analyze how information is presented within or across texts of unusually high complexity, showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of differing versions).  |
| <b>RANGE ALD</b><br><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, or presentation.  | Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.  | Level 2 students should be able to provide partial evidence (e.g., within highlighted text or a shorter passage) that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and the impact of those choices on meaning or presentation.   | Level 3 students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) from multiple sources of text and the impact of those choices on meaning or presentation.   | Level 4 students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) from multiple sources of highly complex texts of unusually high complexity and the impact of those choices on meaning or presentation.          |
| <b>RANGE ALD</b><br><b>Target 7. LANGUAGE USE:</b> Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation.   | Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show minimal understanding of their impact on reader interpretation in texts of low complexity. | Level 2 students should be able to provide partial evidence (e.g., within highlighted text or a shorter passage) that they can identify or interpret some figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context, and show some understanding of their impact on reader interpretation in texts of moderate complexity, | Level 3 students should be able to provide adequate evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation in texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can identify and interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation in texts of unusually high complexity. |

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| <b>THRESHOLD ALD</b><br><b>Reading Targets 1-7</b>  |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite some textual evidence to support conclusions drawn from text.</li> <li>• Use some explicit and limited implicit information to support emerging inferences or analyses.</li> <li>• Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.</li> <li>• Determine the intended meaning of some grade-appropriate words including academic and domain-specific words within context.</li> <li>• Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more texts.</li> <li>• Identify and begin to compare how information is presented within or across texts.</li> <li>• Relate basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</li> <li>• Interpret the intent of some common figurative language.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• With some consistency, identify relevant textual evidence to support conclusions drawn from texts of moderate complexity.</li> <li>• Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.</li> <li>• Accurately summarize central ideas and key events.</li> <li>• With some consistency, determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.</li> <li>• Apply some relevant reasoning and textual evidence to justify developing analyses or judgments made about intended effects.</li> <li>• With some consistency, analyze how information is presented within or across texts of moderate complexity, identifying some relationships among targeted aspects, including analysis of authors' points of view.</li> <li>• With some consistency, analyze some text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite specific, relevant textual evidence to support conclusions drawn from text.</li> <li>• Interpret the intent and impact of most figurative language and literary devices or connotative meanings of words and phrases.</li> <li>• Summarize central ideas and key events in texts of high complexity.</li> <li>• Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.</li> <li>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analyses or judgments made about intended effects.</li> <li>• Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.</li> <li>• Evaluate text structures or genre-specific features or formats from multiple sources of text and identify the impact of those choices on meaning or presentation.</li> </ul> |
| <b>Reading: Informational Texts</b>   |   |   |  |   |
| <b>RANGE ALD</b><br><b>Target 8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support inferences or analyses of the information presented in primary and secondary sources. | Level 1 students should be able to identify textual evidence that minimally supports an idea drawn about texts of low complexity. | Level 2 students should be able to cite relevant textual evidence to partially support an inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate complexity.  | Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports an inference, an analysis, an interpretation, or a conclusion drawn about texts of moderate-to-high complexity.  | Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 9. CENTRAL IDEAS:</b> Summarize central ideas, key events, procedures, or topics and subtopics.   | Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures. | Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.  | Level 3 students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.  | Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.   |

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| <b>RANGE ALD</b><br><b>Target 10. WORD MEANINGS:</b> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools). | Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity. |
| <b>RANGE ALD</b><br><b>Target 11. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence).   | Level 1 students should be able to use evidence to minimally justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) in texts of low complexity.   | Level 2 students should be able to use evidence to partially justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas) in texts of moderate complexity.   | Level 3 students should be able to use supporting evidence to adequately justify interpretations or analyses of information presented or how information is integrated (point of view; interactions among events, concepts, people, or ideas; authors' reasoning and evidence) in texts of moderate-to-high complexity.                       | Level 4 students should be able to use supporting evidence to thoroughly justify interpretations of information presented or how information is integrated (authors' reasoning; interactions between events, concepts, or ideas), in texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented in one or more texts (events, people, ideas, topics) or how conflicting information across texts reveals author interpretation of the topic or potential bias.   | Level 1 students should be able to provide minimal evidence (e.g., within highlighted text or a shorter passage) that they can identify information (events, people, ideas, topics) or authors' points of view in texts of low complexity.   | Level 2 students should be able to provide partial evidence that they can compare how information (events, people, ideas, topics) is presented within or across texts of moderate complexity or how conflicting information across texts reveals authors' points of view.   | Level 3 students should be able to provide adequate evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of moderate-to-high complexity or how conflicting information reveals authors' points of view.  | Level 4 students should be able to provide thorough evidence that they can analyze or compare how information (events, people, ideas, topics) is presented within or across texts of unusually high complexity or how conflicting information across texts reveals authors' points of view.  |
| <b>RANGE ALD</b><br><b>Target 13. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures or genre-specific features to analyze or integrate information.   | Level 1 students should be able to provide, with significant support (e.g., within highlighted text or shorter low complexity texts), minimal knowledge of text structures or genre-specific features to analyze or integrate information.   | Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate complexity.   | Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures or genre-specific features to analyze or integrate information in texts of moderate-to-high complexity.  | Level 4 students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or genre-specific features to analyze or integrate information in texts of unusually high complexity.   |

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| <p><b>RANGE ALD</b><br/> <b>Target 14. LANGUAGE USE:</b><br/> Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context.</p> | <p>Level 1 students should be able to provide minimal evidence that they can interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of low complexity.</p> | <p>Level 2 students should be able to provide partial evidence that they can determine or interpret intent of common figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate complexity.</p>  | <p>Level 3 students should be able to provide adequate evidence that they can determine or interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of moderate-to-high complexity.</p>  | <p>Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the intent and impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context in texts of unusually high complexity.</p>   |
| <p><b>THRESHOLD ALD</b><br/> <b>Reading Targets 8-14</b></p>  |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite some textual evidence to support conclusions drawn from text.</li> <li>• Begin to use explicit and limited implicit information to support emerging inferences or analyses.</li> <li>• Partially summarize central ideas and some key events.</li> <li>• Determine the intended meaning of grade-appropriate words including academic and domain-specific words within context.</li> <li>• Use some supporting evidence to justify interpretations of information presented or how information is integrated in one or more text.</li> <li>• Identify and begin to compare how information is presented within or across texts.</li> <li>• Use basic knowledge of text structures or genre-specific features to begin to integrate or analyze information.</li> <li>• Partially interpret intent of some common figurative language.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• With some consistency, identify relevant textual evidence to support conclusions drawn from text.</li> <li>• Identify and interpret some figurative language and some literary devices or connotative meanings of words and phrases.</li> <li>• Accurately summarize central ideas and key events.</li> <li>• Determine the intended or precise meaning of grade-appropriate words including academic and domain-specific words.</li> <li>• Apply some relevant reasoning and textual evidence to justify analyses or judgments made about intended effects.</li> <li>• Analyze how information is presented within or across texts, identifying some relationships among targeted aspects.</li> <li>• Analyze some text structures, genre-specific features or formats from multiple sources of text and the impact of those choices on meaning or presentation.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite specific, relevant textual evidence to support conclusions drawn from text.</li> <li>• Interpret the intent and impact of most figurative language and literary devices or cognitive meanings of words and phrases.</li> <li>• Summarize central ideas and key events in texts of high complexity.</li> <li>• Determine the intended and precise meaning of most grade-appropriate words including academic and domain-specific words.</li> <li>• Apply appropriate and relevant reasoning and a range of textual evidence to justify analysis or judgments made about intended effects.</li> <li>• Analyze or compare how information is presented within or across texts, identifying relationships among targeted aspects.</li> <li>• Evaluate text structures across texts.</li> </ul> |



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| <i><b>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</b></i>   | <i><b>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</b></i>   | <i><b>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</b></i>  | <i><b>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</b></i>  | <i><b>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</b></i>  |
| <i><b>CLAIM 2: Students can produce effective writing for a range of purposes and audiences.</b></i>  | <i><b>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</b></i>  | <i><b>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</b></i>   | <i><b>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</b></i>   | <i><b>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</b></i>  |
| <b>Writing</b>  |  |   |  |  |
| <b>RANGE ALD</b><br><b>Target 1. WRITE/REVISE BRIEF TEXTS:</b> Apply narrative strategies (e.g., dialogue, description,) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). | Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; use some descriptive details; and use some sensory language to convey experiences or author's craft appropriate to purpose, including a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and partial use of descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion. | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. | Level 4 students should be able to provide thorough evidence that they can write and revise more than one paragraph demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience. |
| <b>RANGE ALD</b><br><b>Target 2. COMPOSE FULL TEXTS:</b> Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and author's craft—all appropriate to purpose (writing a speech, style, or point of view in a short story).   | Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of narrative techniques, loose chronology, and occasional transitional strategies for coherence; use descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including an underdeveloped conclusion.           | Level 2 students should be able to provide partial evidence that they can write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion.                         | Level 3 students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.           | Level 4 students should be able to provide thorough evidence that they can write well-developed narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.            |

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| <b>RANGE ALD</b><br><b>Target 3. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience. | Level 1 students should be able to provide minimal evidence that they can write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus; providing minimal supporting evidence and some elaboration; or writing body paragraphs or an underdeveloped conclusion.  | Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion. | Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or supporting evidence and elaboration; or by writing body paragraphs or a conclusion appropriate to purpose and audience. | Level 4 students should be able to provide thorough evidence that they can write or revise more than one complex informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus; by including appropriate transitional strategies for coherence or strong supporting evidence and elaboration; or by writing body paragraphs or a strong conclusion appropriate to purpose and audience. |
| <b>RANGE ALD</b><br><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.  | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, structures and transitional strategies for coherence; include some evidence and elaboration; and provide a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; and include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.                       | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.                                    | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.                    |
| <b>RANGE ALD</b><br><b>Target 5. USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose.  | Level 1 students should be able to minimally employ, with significant support (e.g., with limited choices), basic text features and visual components appropriate to purpose.  | Level 2 students should be able to partially employ, with some support (e.g., with examples), common text features and visual components appropriate to purpose.   | Level 3 students should be able to adequately employ text features and visual components appropriate to purpose.   | Level 4 students should be able to thoroughly and strategically employ advanced text features and visual components appropriate to purpose.   |

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| <b>RANGE ALD</b><br><b>Target 6. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion appropriate to purpose and audience. | Level 1 students should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating ability to express arguments about topics or sources; minimally include transitional words or phrases; loosely develop evidence/reasons and elaboration; or include a minimal conclusion.                                    | Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating ability to express arguments about topics or sources; partially establish and support a claim; partially organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partially developed conclusion using a formal style. | Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style. | Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising more than one paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; strategically organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.                                |
| <b>RANGE ALD</b><br><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion.  | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose, audience, and organization; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit argument texts, demonstrating ability to state claims about topics or sources; partially attend to purpose, audience, and organization; include some structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.  | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.      | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex argument texts, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; strategically organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion. |
| <b>RANGE ALD</b><br><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.  | Level 1 students should be able to use, with significant support (e.g., with suggestions for use of resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.   | Level 2 students should be able to use, with minimal support (e.g., with resources), some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.  | Level 3 students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.   | Level 4 students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.   |

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| <b>RANGE ALD</b><br><b>Target 9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts. | Level 1 students should be able to provide minimal evidence that they can apply or edit a piece of writing, demonstrating a limited understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing. | Level 2 students should be able to provide partial evidence that they can apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.  | Level 3 students should be able to provide adequate evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.   | Level 4 students should be able to provide thorough evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.   |
| <b>RANGE ALD</b><br><b>Target 10. TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or to produce texts.   | Level 1 students should be able to provide minimal evidence that they can use technology, including the Internet, to produce and publish writing.   | Level 2 students should be able to provide partial evidence that they can use technology, including the Internet, to produce and publish writing.  | Level 3 students should be able to provide adequate evidence that they can use technology, including the Internet, to produce and publish writing.  | Level 4 students should be able to provide thorough evidence that they can use technology, including the Internet, to produce and publish writing.  |
| <b>THRESHOLD ALD</b><br><b>Writing Targets 1-10</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Apply some narrative strategies, textual structures, and transitional strategies for coherence.</li> <li>• Use minimal relevant details when writing or revising brief narrative texts.</li> <li>• Use minimal support and elaboration when writing brief informational/explanatory texts.</li> <li>• Demonstrate some ability to use appropriate text features.</li> <li>• Produce argumentative texts and attempt to acknowledge a counterclaim.</li> <li>• Demonstrate some awareness of audience and purpose when writing.</li> <li>• Pay limited attention to word choice and/or syntax.</li> <li>• Plan, write, revise, and edit argument texts demonstrating partial ability to state claims about topics or sources.</li> <li>• With some support, use basic language appropriate to the purpose and audience when revising or composing text.</li> <li>• Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Apply some narrative strategies when writing or revising one or more paragraphs.</li> <li>• Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.</li> <li>• Employ effective text features and visual components appropriate to purpose.</li> <li>• Demonstrate some ability to plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.</li> <li>• Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.</li> <li>• Demonstrate some ability to edit a piece of writing, showing a strong adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.</li> <li>• Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or author's craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</li> <li>• Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.</li> <li>• Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.</li> <li>• Employ advanced text features and visual components appropriate to purpose.</li> <li>• Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>• Demonstrate limited use of technology, including the Internet, to produce and publish writing.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate some use of technology, including the Internet, to produce and publish writing.</li></ul> | <p>composing text.</p> <ul style="list-style-type: none"><li>• Effectively apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li><li>• Effectively use technology, including the Internet, to produce and publish writing.</li></ul> |
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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>            | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                          | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                         | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>            | <i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>  |
| <b>Listening</b>  |   |  |  |  |
| <b>RANGE ALD<br/>Target 4.<br/>LISTEN/INTERPRET:</b><br>Analyze, interpret, and use information delivered orally or visually. | Level 1 students should be able to provide minimal evidence that they can identify speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.     | Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials. | Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use speakers' details, claims argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials. | Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use speakers' details, claims argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.      |
| <b>THRESHOLD ALD<br/>Listening Target 4</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</li> </ul>                             | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Effectively engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>                       |

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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                                  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                                  | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                                  |
| <i>CLAIM 4: Students can engage in research and inquiry to investigate topic and to analyze, integrate, and present information.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>   | <i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>  |
| <b>Research</b>  |   |  |   |   |
| <b>RANGE ALD Target 1.</b><br><b>PLAN/RESEARCH:</b><br>Conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details.                | Level 1 students should be able to provide minimal evidence that they can conduct simple and short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on a limited number of sources including various multimedia components. | Level 2 students should be able to provide partial evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on multiple sources including various multimedia components.              | Level 3 students should be able to provide adequate evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on several sources including various multimedia components.               | Level 4 students should be able to provide thorough evidence that they can conduct short research projects to explore a topic, an issue, or a problem, logically organizing ideas and supporting details, drawing on several sources including various multimedia components.               |
| <b>RANGE ALD Target 2.</b><br><b>ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). | Level 1 students should be able to provide minimal evidence that they can compare and contrast one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources.                              | Level 2 students should be able to provide partial evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources. | Level 3 students should be able to provide adequate evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources. | Level 4 students should be able to provide thorough evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources. |

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| <b>RANGE ALD</b><br><b>Target 3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses. | Level 1 students should be able to provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources. | Level 2 students should be able to provide partial evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.  | Level 3 students should be able to provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.   | Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources.  |
| <b>RANGE ALD</b><br><b>Target 4. USE EVIDENCE:</b> Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.  | Level 1 students should be able to provide minimal evidence that they can generate a claim/main idea and cite some evidence to support analyses, arguments, or critiques.   | Level 2 students should be able to provide partial evidence that they can generate a claim/main idea and cite evidence to support analyses, arguments, or critiques.   | Level 3 students should be able to provide adequate evidence that they can generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.   | Level 4 students should be able to provide thorough evidence that they generate a claim/main idea and cite critical evidence to support analyses, arguments, or critiques.  |
| <b>THRESHOLD ALD</b><br><b>Research Targets 1-4</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Demonstrate minimal research and evaluation skills.</li> <li>• Draw broad conclusions from source materials.</li> <li>• Construct a partial claim with limited use of evidence.</li> <li>• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</li> <li>• Develop an argument with a claim and minimal support.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Use research/inquiry methods to explore a topic.</li> <li>• Select from and adequately analyze sources from a variety of perspectives and present findings.</li> <li>• Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</li> <li>• Search for relevant authoritative information and evaluate the uses and limitations of source material.</li> <li>• Generate a specific debatable claim or main idea and cite some relevant evidence.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Employ multimodal resources to advance a sustained exploration of a topic.</li> <li>• Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.</li> <li>• Search for relevant information from diverse authoritative sources.</li> <li>• Systematically evaluate the uses and limitations of sources.</li> <li>• Generate an authoritative claim.</li> <li>• Evaluate and cite substantial, relevant evidence.</li> </ul> |



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| <i><b>Overall Claim:</b> Students can demonstrate college and career readiness in English language arts and literacy.</i>  | <i><b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i><b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i><b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i><b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i><b>CLAIM 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>  | <i><b>CONTENT ALD:</b> The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>  | <i><b>CONTENT ALD:</b> The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>  | <i><b>CONTENT ALD:</b> The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking.</i>  | <i><b>CONTENT ALD:</b> The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>  |
| <b>Reading: Literary Texts</b>   |   |  |   |   |
| <b>RANGE ALD</b><br><b>Target 1. KEY DETAILS:</b> Identify explicit textual evidence to support inferences made or conclusions drawn.  | Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.  | Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.   | Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.  | Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events using key details from the text.  | Level 1 students should be able to retell a basic sequence of events with minimal detail from the text.   | Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details from the text.   | Level 3 students should be able to adequately summarize central ideas, themes, and key events using relevant details from the text to determine a theme or central idea and provide an objective summary.   | Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of the text, including references to characterization and plot development.  |
| <b>RANGE ALD</b><br><b>Target 3. WORD MEANINGS:</b> Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools). | Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity. |

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| <b>RANGE ALD</b><br><b>Target 4. REASONING &amp; EVIDENCE:</b><br>Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made.  | Level 1 students should be able to use minimal evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of low complexity.   | Level 2 students should be able to use partial textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of moderate complexity.   | Level 3 students should be able to use an adequate range of relevant textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of moderate-to-high complexity.  | Level 4 students should be able to use thorough and varied textual evidence to justify analyses or judgments made regarding quotes, examples, and details in texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements.  | Level 1 students should be able to minimally identify relationships among literary elements within texts of low complexity representing various genres and text types.  | Level 2 students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.   | Level 3 students should be able to analyze (e.g., by comparing and contrasting) relationships among literary elements within texts of moderate-to-high complexity representing various genres and text types.   | Level 4 students should be able to thoroughly analyze relationships among literary elements within texts of unusually high complexity representing various genres and text types.  |
| <b>RANGE ALD</b><br><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements—lighting, camera effects, music; symbolic or graphic representations). | Level 1 students should be able to provide minimal evidence that they can identify various text structures and genre-specific features or formats of texts and provide limited explanation of the impact of those choices on meaning or presentation.                               | Level 2 students should be able to provide partial evidence that they can analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.  | Level 3 students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.  | Level 4 students should be able to provide thorough evidence that they can evaluate various text structures and genre-specific features or formats of texts and explain the impact of those choices on meaning or presentation.  |
| <b>RANGE ALD</b><br><b>Target 7. LANGUAGE USE:</b><br>Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation.                                       | Level 1 students should be able to provide minimal evidence that they can identify the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity. |

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| <b>THRESHOLD ALD</b><br><b>Reading Targets 1-7</b>   |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Use textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity.</li> <li>• Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.</li> <li>• Partially analyze relationships among literary elements within or across texts of low-to-moderate complexity or differing versions of texts representing various genres and text types.</li> <li>• Partially analyze the structure within or between two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.</li> <li>• Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.</li> <li>• Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases.</li> <li>• Use a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity.</li> <li>• Analyze relationships among literary elements by comparing and contrasting them within or across texts of moderate complexity or differing versions of texts representing various genres and text types.</li> <li>• Analyze the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.</li> <li>• Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words/phrases.</li> <li>• Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity.</li> <li>• Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity.</li> <li>• Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity.</li> <li>• Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity.</li> <li>• Evaluate the structures of two or more texts and genre-specific features or formats of texts and the impact of those choices on meaning or presentation.</li> <li>• Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.</li> </ul> |
| <b>Reading: Informational Texts</b>  |  |  |   |   |
| <b>RANGE ALD</b><br><b>Target 8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support inferences or analyses of the information presented. | Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity. | Level 2 students should be able to cite relevant textual evidence to partially support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.   | Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.  | Level 4 students should be able cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.   |

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| <b>RANGE ALD</b><br><b>Target 9. CENTRAL IDEAS:</b><br>Summarize central ideas, key events, procedures, or topics and subtopics.  | Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.   | Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.   | Level 3 students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.   | Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.   |
| <b>RANGE ALD</b><br><b>Target 10. WORD MEANINGS:</b><br>Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text). | Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity. |
| <b>RANGE ALD</b><br><b>Target 11. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas).   | Level 1 students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.   | Level 2 students should be able to demonstrate partial use of supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.             | Level 3 students should be able to use relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.                       | Level 4 students should be able to use strong, supporting evidence to thoroughly justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.                       |
| <b>RANGE ALD</b><br><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze and compare relationships within or across texts (point of view, genre features, topic).   | Level 1 students should be able to provide minimal evidence that they can compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.   | Level 2 students should be able provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.   | Level 3 students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.  | Level 4 students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.  |

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| <b>RANGE ALD</b><br><b>Target 13. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation. | Level 1 students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts and minimally compare/analyze the impact of those choices on meaning or presentation.  | Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and partially compare/analyze the impact of those choices on meaning or presentation.  | Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and adequately compare/analyze the impact of those choices on meaning or presentation.   | Level 4 students should be able to provide thorough evidence that they can relate knowledge of text structures and genre-specific features or formats of texts and thoroughly compare/analyze the impact of those choices on meaning or presentation.  |
| <b>RANGE ALD</b><br><b>Target 14. LANGUAGE USE:</b> Interpret intent of figurative language (e.g., cliché, pun, hyperbole), use of literary devices, or connotative meanings of words and phrases used in context.  | Level 1 students should be able to provide minimal evidence that they can identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation texts of moderate complexity.   | Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.  | Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.  |
| <b>THRESHOLD ALD</b><br><b>Reading Targets 8-14</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.</li> <li>Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity.</li> <li>Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.</li> <li>Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.</li> <li>Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity.</li> <li>Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</li> <li>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.</li> <li>Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</li> <li>Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity.</li> <li>Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity.</li> <li>Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information</li> <li>Delineate and evaluate the argument assessing whether the reasoning is sound.</li> <li>Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</li> </ul> |

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|  |  | <p>regarding the authors' points of view.</p> <ul style="list-style-type: none"><li>• Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.</li><li>• Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.</li></ul> | <p>impact of those word choices on reader interpretation of texts of moderate complexity.</p> | <p>regarding the authors' points of view.</p> <ul style="list-style-type: none"><li>• Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation.</li><li>• Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.</li></ul> |
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| <b>Overall Claim:</b> Students can demonstrate college and career readiness in English language arts and literacy.   | <b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.  | <b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   | <b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   | <b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   |
| <b>CLAIM 2:</b> Students can produce effective writing for a range of purposes and audiences.  | <b>CONTENT ALD:</b> The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.   | <b>CONTENT ALD:</b> The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.  | <b>CONTENT ALD:</b> The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.  | <b>CONTENT ALD:</b> The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.   |
| <b>Writing</b>   |  |   |  |  |
| <b>RANGE ALD</b><br><b>Target 1. WRITE/REVISE BRIEF TEXTS:</b> Apply narrative strategies (e.g., dialogue, description, pacing), appropriate text structures, and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). | Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; use some descriptive details; and use some sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; occasional use of precise words and phrases; and partial use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion. | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. | Level 4 students should be able to provide thorough evidence that they can write and revise more than one paragraph demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. |
| <b>RANGE ALD</b><br><b>Target 2. COMPOSE FULL TEXTS:</b> Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).   | Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of narrative techniques, chronology, and occasional transitional strategies for coherence; and use some descriptive details and some sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion.           | Level 2 students should be able to provide partial evidence that they can write narrative text demonstrating use of specific narrative techniques, chronology, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.                         | Level 3 students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.           | Level 4 students should be able to provide thorough evidence that they can write well-developed narrative texts demonstrating use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.            |
| <b>RANGE ALD</b><br><b>Target 3. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional   | Level 1 students should be able to provide minimal evidence that they can write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus, provide minimal supporting evidence and elaboration, or write body paragraphs or a minimal conclusion.   | Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying transitional strategies for coherence or including supporting evidence and elaboration, or by writing body paragraphs or a conclusion.                           | Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion   | Level 4 students should be able to provide thorough evidence that they can write or revise more than one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence and including strong supporting evidence and   |

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| strategies for coherence, developing a topic, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.  |   |   | appropriate to purpose and audience.  | elaboration, and by writing body paragraphs or a strong conclusion appropriate to purpose and audience.  |
| <b>RANGE ALD</b><br><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus; develop a topic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence; develop an appropriate conclusion.  | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory texts on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for coherence; include minimal evidence and elaboration; and develop a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory texts on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; include structures and transitional strategies for coherence, citing evidence and elaboration; and provide a conclusion.                                       | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration; and provide an appropriate conclusion.  | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory texts on a topic, thoroughly attending to purpose and audience; organize ideas by stating and maintaining a focus; include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration; and provide a well-developed, effective conclusion.   |
| <b>RANGE ALD</b><br><b>Target 5. USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose.   | Level 1 students should be able to minimally employ, with significant support (e.g., with limited choices), basic text features and visual components appropriate to purpose.   | Level 2 students should be able to partially employ, with some support (e.g., with examples), common text features and visual components appropriate to purpose.  | Level 3 students should be able to adequately employ effective text features and visual components appropriate to purpose.  | Level 4 students should be able to thoroughly and strategically employ advanced text features and visual components appropriate to purpose.  |
| <b>RANGE ALD</b><br><b>Target 6. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion appropriate to purpose and audience. | Level 1 students should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating ability to express arguments about topics or sources; minimally include ideas and transitional words or phrases; loosely develop evidence/reasons and elaboration; or include a minimal conclusion.                                     | Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partial conclusion using a formal style. | Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style. | Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising more than one paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; strategically organize ideas using transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; and develop a well-stated conclusion appropriate to purpose and audience using a formal style. |



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| <b>RANGE ALD</b><br><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose and audience and organization of ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit argument texts, partially demonstrating ability to state claims about topics or sources; partially attend to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion. | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full argumentative texts, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; strategically organize ideas by stating a context and focus; include complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion. |
| <b>RANGE ALD</b><br><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.   | Level 1 students should be able to use, with significant support (e.g., with suggestions for use of resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.   | Level 2 students should be able to use, with minimal support (e.g., with resources), some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.  | Level 3 students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.  | Level 4 students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.  |
| <b>RANGE ALD</b><br><b>Target 9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.   | Level 1 students should be able to provide minimal evidence that they can write or edit texts, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  | Level 2 students should be able to provide partial evidence that they can write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).   | Level 3 students should be able to provide adequate evidence that they can write or edit texts, demonstrating an adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).   | Level 4 students should be able to provide thorough evidence that they can write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).   |
| <b>RANGE ALD</b><br><b>Target 10. TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts.  | Level 1 students should be able to provide minimal evidence that they can use technology, including the Internet, to produce and publish writing.  | Level 2 students should be able to provide partial evidence that they can use technology, including the Internet, to produce and publish writing.   | Level 3 students should be able to provide adequate evidence that they can use technology, including the Internet, to produce and publish writing.   | Level 4 students should be able to provide thorough evidence that they can use technology, including the Internet, to produce and publish writing.  |

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| <b>THRESHOLD ALD</b><br><b>Writing Targets 1-10</b> |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Apply some narrative strategies, textual structures, and transitional strategies for coherence.</li> <li>• Use minimal relevant details when writing or revising brief narrative texts.</li> <li>• Use minimal support and elaboration when writing brief informational/explanatory texts.</li> <li>• Demonstrate some ability to use appropriate text features.</li> <li>• Produce argumentative texts and attempt to acknowledge a counterclaim.</li> <li>• Demonstrate some awareness of audience and purpose when writing.</li> <li>• Pay limited attention to word choice and/or syntax.</li> <li>• Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.</li> <li>• With some support, use basic language appropriate to the purpose and audience when revising or composing text.</li> <li>• Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Demonstrate limited use of technology, including the Internet, to produce and publish writing.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Apply some narrative strategies when writing or revising one or more paragraphs.</li> <li>• Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.</li> <li>• Employ effective text features and visual components appropriate to purpose.</li> <li>• Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion.</li> <li>• Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.</li> <li>• Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li> <li>• Demonstrate some use of technology, including the Internet, to produce and publish writing.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.</li> <li>• Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</li> <li>• Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.</li> <li>• Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.</li> <li>• Employ advanced text features and visual components appropriate to purpose.</li> <li>• Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.</li> <li>• Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> <li>• Effectively use technology, including the Internet, to produce and publish writing.</li> </ul> |
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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>              | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                          | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                          | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>              | <i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>   | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>  |
| <b>Listening</b>  |   |  |   |  |
| <b>RANGE ALD</b><br><b>Target 4. LISTEN/INTERPRET:</b><br>Analyze, interpret, and use information delivered orally or visually. | Level 1 students should be able to provide minimal evidence that they can identify speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.     | Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials. | Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials. | Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.     |
| <b>THRESHOLD ALD</b><br><b>Listening Target 4</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</li> </ul>                             | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Effectively engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>                       |

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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>   |
| <b>Research</b>  |  |  |  |  |
| <b>RANGE ALD<br/>Target 1. PLAN/RESEARCH:</b><br>Conduct short research projects to explore a topic, an issue, or a problem, analyzing concepts and supporting evidence.                       | Level 1 students should be able to provide minimal evidence that they can conduct short research projects to answer a question or problem, drawing on a limited number of sources, including multimedia components, and generate a minimal number of related questions for further research and investigation. | Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer a question or problem, drawing on multiple sources, including multimedia components, and generate additional related questions for further research and investigation.         | Level 3 students should be able to provide adequate evidence that they can conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation. | Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer a question or problem, drawing on several sources, including various multimedia components, and generate additional related focused questions for further research and investigation. |
| <b>RANGE ALD<br/>Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). | Level 1 students should be able to provide minimal evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.   | Level 2 students should be able to provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.                             | Level 3 students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.                                    | Level 4 students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.                                    |
| <b>RANGE ALD<br/>Target 3. EVALUATE INFORMATION/ SOURCES:</b> Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.     | Level 1 students should be able to provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.             | Level 2 students should be able to provide partial evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources. | Level 3 students should be able to provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.        | Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.        |

Grade 7

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| <b>RANGE ALD</b><br><b>Target 4. USE EVIDENCE:</b><br>Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques. | Level 1 students should be able to provide minimal evidence that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques. | Level 2 students should be able to provide partial evidence that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.  | Level 3 students should be able to provide adequate evidence that they can introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.   | Level 4 students should be able to provide thorough evidence that they introduce claim(s); acknowledge alternate or opposing claim(s); and cite several pieces of evidence to support analyses, arguments, or critiques.  |
| <b>THRESHOLD ALD</b><br><b>Research Targets 1-4</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Demonstrate minimal research and evaluation skills.</li> <li>• Draw broad conclusions from source materials.</li> <li>• Construct a partial claim with limited use of evidence.</li> <li>• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</li> <li>• Develop an argument with a claim and minimal support.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Use research/inquiry methods to explore a topic.</li> <li>• Select from and adequately analyze sources from a variety of perspectives and present findings.</li> <li>• Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</li> <li>• Search for relevant authoritative information and evaluate the uses and limitations of source material.</li> <li>• Generate a specific debatable claim or main idea and cite some relevant evidence.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Employ multimodal resources to advance a sustained exploration of a topic.</li> <li>• Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.</li> <li>• Search for relevant information from diverse authoritative sources.</li> <li>• Systematically evaluate sources' uses and limitations.</li> <li>• Generate an authoritative claim.</li> <li>• Evaluate and cite substantial, relevant evidence.</li> </ul> |

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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate–to-high complexity and to use textual evidence to demonstrate critical thinking.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>   |
| <b>Reading: Literary Texts</b>   |   |  |  |   |
| <b>RANGE ALD</b><br><b>Target 1. KEY DETAILS:</b> Identify explicit textual evidence to support inferences made or conclusions drawn.  | Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.  | Level 2 students should be able to cite relevant textual evidence to support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.   | Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.   | Level 4 students should be able to cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.  |
| <b>RANGE ALD</b><br><b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events using key details from the text.  | Level 1 students should be able to retell a basic sequence of events with minimal detail from the text.   | Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details from the text.   | Level 3 students should be able to adequately summarize central ideas, themes, and key events using relevant details from the text to determine a theme or central idea and provide an objective summary.  | Level 4 students should be able to thoroughly summarize central ideas, themes, and key events using appropriate and significant details from the text and provide an objective summary of the text, including references to characterization and plot development.  |
| <b>RANGE ALD</b><br><b>Target 3. WORD MEANINGS:</b> Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools). | Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity. |
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| <b>RANGE ALD</b><br><b>Target 4. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue).                       | Level 1 students should be able to cite minimal evidence to justify analysis regarding theme, story elements, and point of view, in texts of low complexity.  | Level 2 students should be able to partially cite textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of moderate complexity.  | Level 3 students should be able to adequately cite a range of relevant textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly cite strong and varied textual evidence to justify analysis regarding theme, story elements, and point of view, in texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements. | Level 1 students should be able to minimally identify relationships among literary elements within texts of low complexity representing various genres and text types.  | Level 2 students should be able to partially analyze relationships among literary elements within texts of moderate complexity representing various genres and text types.   | Level 3 students should be able to analyze (e.g., by comparing and contrasting) relationships among literary elements within texts of moderate-to-high complexity representing various genres and text types.   | Level 4 students should be able to thoroughly analyze relationships among literary elements within texts of unusually high complexity representing various genres and text types.  |
| <b>RANGE ALD</b><br><b>Target 6. TEXT STRUCTURES/FEATURES:</b> Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation.                                       | Level 1 students should be able to provide minimal evidence that they can identify various text structures and genre-specific features or formats of texts of low complexity and provide limited explanation of the impact of those choices on meaning or presentation.             | Level 2 students should be able to provide partial evidence that they can analyze various text structures and genre-specific features or formats of texts of moderate complexity and explain the impact of those choices on meaning or presentation.   | Level 3 students should be able to provide adequate evidence that they can analyze various text structures and genre-specific features or formats of texts of moderate-to-high complexity and explain the impact of those choices on meaning or presentation.   | Level 4 students should be able to provide thorough evidence that they can evaluate various text structures and genre-specific features or formats of texts of unusually high complexity and explain the impact of those choices on meaning or presentation.   |
| <b>RANGE ALD</b><br><b>Target 7. LANGUAGE USE:</b> Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.       | Level 1 students should be able to provide minimal evidence that they can identify the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact or intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity. |

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| <b>THRESHOLD ALD</b><br><b>Reading Targets 1-7</b> |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity.</li> <li>• Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.</li> <li>• Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types.</li> <li>• Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation.</li> <li>• Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.</li> <li>• Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.</li> <li>• Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity.</li> <li>• Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types.</li> <li>• Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation.</li> <li>• Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.</li> <li>• Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity.</li> <li>• Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity.</li> <li>• Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity.</li> <li>• Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity.</li> <li>• Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation.</li> <li>• Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.</li> </ul> |
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| <i>Reading: Informational Texts</i>  |   |  |   |   |
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| <b>RANGE ALD</b><br><b>Target 8. KEY DETAILS:</b> Identify explicit text evidence to support inferences made or conclusions drawn about texts.   | Level 1 students should be able to identify textual evidence that minimally supports a basic idea drawn about texts of low complexity.  | Level 2 students should be able to cite relevant textual evidence to partially support a simple inference, analysis, interpretation, or conclusion drawn about texts of moderate complexity.   | Level 3 students should be able to cite sufficient and relevant textual evidence that adequately supports a complex inference, analysis, interpretation, or conclusion drawn about texts of moderate-to-high complexity.  | Level 4 students should be able to cite strong and thorough textual evidence to support a complex inference, analysis, interpretation, or conclusion drawn about texts of unusually high complexity.  |
| <b>RANGE ALD</b><br><b>Target 9. CENTRAL IDEAS:</b> Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.   | Level 1 students should be able to use details to minimally summarize central ideas, topics/subtopics, key events, or procedures.   | Level 2 students should be able to partially summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.   | Level 3 students should be able to adequately summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.   | Level 4 students should be able to thoroughly summarize central ideas, topics/subtopics, key events, or procedures, using supporting ideas and details.   |
| <b>RANGE ALD</b><br><b>Target 10. WORD MEANINGS:</b> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words) based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary). | Level 1 students should be able to provide minimal evidence that they can identify connotative and denotative meanings of some academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate complexity. | Level 3 students should be able to provide adequate evidence that they can determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of moderate-to-high complexity. | Level 4 students should be able to determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings, in texts of unusually high complexity.                   |
| <b>RANGE ALD</b><br><b>Target 11. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning, point of view/purpose to support claims, concepts, ideas; relevance of evidence or elaboration to support claims).                    | Level 1 students should be able to use minimal evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas.   | Level 2 students should be able to demonstrate partial use of supporting evidence to justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and partially trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.             | Level 3 students should be able to use relevant, supporting evidence to adequately justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and adequately trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound.                       | Level 4 students should be able to use strong, supporting evidence to thoroughly justify interpretations regarding two or more central ideas and interactions between individuals, events, and ideas; and thoroughly trace and evaluate an argument and specific claims to assess whether an argument/reasoning is sound. |

## Grade 8

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| <b>RANGE ALD</b><br><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze one or more texts to determine how connections are made among topics/information presented or how conflicting information or presentation format reveals author interpretation of the topic. | Level 1 students should be able to provide minimal evidence that they can compare how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.            | Level 2 students should be able to provide partial evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.   | Level 3 students should be able to provide adequate evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.   | Level 4 students should be able to provide thorough evidence that they can analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.   |
| <b>RANGE ALD</b><br><b>Target 13. TEXT STRUCTURES/ FEATURES:</b> Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages-disadvantages) on meaning or presentation.                            | Level 1 students should be able to demonstrate minimal knowledge of text structures and genre-specific features or formats of texts of low complexity and minimally compare/analyze the impact of those choices on meaning or presentation.                                      | Level 2 students should be able to provide partial evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity and partially compare/analyze the impact of those choices on meaning or presentation.  | Level 3 students should be able to provide adequate evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of moderate-to-high complexity and adequately compare/analyze the impact of those choices on meaning or presentation.   | Level 4 students should be able to provide thorough evidence that they can relate knowledge of text structures and genre-specific features or formats of texts of unusually high complexity and thoroughly compare/analyze the impact of those choices on meaning or presentation.   |
| <b>RANGE ALD</b><br><b>Target 14. LANGUAGE USE:</b> Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context.  | Level 1 students should be able to provide minimal evidence that they can identify the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low complexity. | Level 2 students should be able to provide partial evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.   | Level 3 students should be able to provide adequate evidence that they can determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate-to-high complexity.   | Level 4 students should be able to provide thorough evidence that they can evaluate or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of unusually high complexity.  |
| <b>THRESHOLD ALD</b><br><b>Reading Targets 8-14</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.</li> <li>Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships and word structures, and differentiate vocabulary meanings in texts of low-to-moderate complexity.</li> <li>Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.</li> <li>Determine connotative and denotative meanings of words and phrases.</li> <li>Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</li> <li>Analyze a case in which two or more texts provide conflicting information on the</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.</li> <li>Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details.</li> <li>Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word</li> </ul> |

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|  |  | <p>delineate and evaluate the argument assessing whether the reasoning is sound.</p> <ul style="list-style-type: none"><li>• Partially analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' point of view.</li><li>• Partially relate knowledge of text structures and genre-specific features or formats of texts of low-to-moderate complexity to compare/analyze the impact of those choices on meaning or presentation.</li><li>• Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.</li></ul> | <p>same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.</p> <ul style="list-style-type: none"><li>• Relate knowledge of text structures and genre-specific features or formats of texts of moderate complexity to compare/analyze the impact of those choices on meaning or presentation.</li><li>• Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.</li></ul> | <p>structures, and differentiating vocabulary meanings in texts of high complexity.</p> <ul style="list-style-type: none"><li>• Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.</li><li>• Delineate and evaluate the argument assessing whether the reasoning is sound.</li><li>• Effectively analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation regarding the authors' points of view.</li><li>• Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation.</li><li>• Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.</li></ul> |
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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 4 demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>   |
| <b>Writing</b>   |  |   |  |  |
| <b>RANGE ALD</b><br><b>Target 1. WRITE/REVISE BRIEF TEXTS:</b> Apply narrative strategies (e.g., dialogue, description, pacing), appropriate text structures, and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). | Level 1 students should be able to provide minimal evidence that they can write or revise one paragraph demonstrating use of narrative strategies; structures; transitional strategies for coherence; descriptive details; and sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion.                              | Level 2 students should be able to provide partial evidence that they can write or revise one paragraph demonstrating use of specific narrative strategies, structures, and transitional strategies for coherence; occasional use of precise words and phrases; and partial use of descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion. | Level 3 students should be able to provide adequate evidence that they can write or revise one or more paragraphs demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence; use of precise words and phrases; and use of relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. | Level 4 students should be able to provide thorough evidence that they can write and revise more than one paragraph demonstrating use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence; use precise words and phrases; and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience. |
| <b>RANGE ALD</b><br><b>Target 2. COMPOSE FULL TEXTS:</b> Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).   | Level 1 students should be able to provide minimal evidence that they can write narrative text demonstrating use of narrative strategies, structures, and occasional transitional strategies for coherence; and use minimal descriptive details and minimal sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can write narrative text demonstrating use of specific narrative strategies, structures, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.                         | Level 3 students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language, to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.          | Level 4 students should be able to provide thorough evidence that they can write well-developed narrative texts demonstrating use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.        |

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| <b>RANGE ALD</b><br><b>Target 3. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organize ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a topic, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience. | Level 1 students should be able to provide minimal evidence that they can write or revise one simple informational/explanatory paragraph, demonstrating minimal ability to organize ideas and maintain a focus, providing minimal supporting evidence and elaboration, or writing a minimal conclusion.   | Level 2 students should be able to provide partial evidence that they can write or revise one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying transitional strategies for coherence or including supporting evidence and elaboration, or by writing body paragraphs or a conclusion.             | Level 3 students should be able to provide adequate evidence that they can write or revise one or more informational/explanatory paragraphs using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence or supporting evidence and elaboration, or by writing body paragraphs or a conclusion appropriate to purpose and audience. | Level 4 students should be able to provide thorough evidence that they can write or revise more than one informational/explanatory paragraph using precise language and formal style to demonstrate ability to organize ideas by stating a focus, by applying appropriate transitional strategies for coherence and including strong supporting evidence and elaboration, and by writing body paragraphs or a strong conclusion appropriate to purpose and audience. |
| <b>RANGE ALD</b><br><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion.  | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; and minimally organize ideas with underdeveloped focus, simple structures and transitional strategies for coherence, including minimal evidence and elaboration, and developing a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; and organize ideas by stating a focus, including structures and transitional strategies for coherence, citing evidence and elaboration, and providing a conclusion.                                | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; and organize ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and providing an appropriate conclusion.                       | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory texts on a topic, thoroughly attending to purpose and audience; and organize ideas by stating and maintaining a focus, including structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and providing a well-developed, effective conclusion.         |
| <b>RANGE ALD</b><br><b>Target 5. USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose.   | Level 1 students should be able to minimally employ, with significant support (e.g., with limited choices), basic text features and visual components appropriate to purpose.   | Level 2 students should be able to partially employ, with some support (e.g., with examples), common text features and visual components appropriate to purpose.  | Level 3 students should be able to adequately employ effective text features and visual components appropriate to purpose.  | Level 4 students should be able to thoroughly and strategically employ advanced text features and visual components appropriate to purpose.  |
| <b>RANGE ALD</b><br><b>Target 6. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and  | Level 1 students should be able to provide minimal evidence that they can apply a variety of strategies when writing or revising one, simple paragraph, demonstrating ability to express arguments about topics or sources; minimally include ideas and use transitional words or phrases; loosely  | Level 2 students should be able to provide partial evidence that they can apply a variety of strategies when writing or revising one paragraph, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop evidence/reasons and elaboration; or create a partial conclusion using a formal style. | Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising one or more paragraphs, demonstrating ability to express arguments about topics or sources; establish and support a claim; organize ideas using transitional words or phrases; develop supporting   | Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising more than one paragraph, clearly demonstrating ability to express arguments about topics or sources; establish and support a claim; strategically organize ideas using   |

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| supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.  | develop evidence/reasons and elaboration; or include a minimal conclusion.  |  | evidence/reasons and elaboration from credible sources; or develop a conclusion appropriate to purpose and audience using a formal style.   | transitional words or phrases; develop strong supporting evidence/reasons and elaboration from credible sources; or develop a well-stated conclusion appropriate to purpose and audience using a formal style.   |
| <b>RANGE ALD</b><br><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion. | Level 1 students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument pieces, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose and audience and organization of ideas by stating a context and focus; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion. | Level 2 students should be able to provide partial evidence that they can plan, write, revise, and edit argument pieces partially demonstrating ability to state claims about topics or sources; partially attending to purpose and audience; organize ideas by stating a context and focus; include structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion. | Level 3 students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument pieces, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion. | Level 4 students should be able to provide thorough evidence that they can plan, write, revise, and edit full argumentative texts, clearly demonstrating ability to state claims about topics or sources; effectively attending to purpose and audience; strategically organize ideas by stating a context and focus; include complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion. |
| <b>RANGE ALD</b><br><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.   | Level 1 students should be able to use, with significant support (e.g., with suggestions for use of resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.  | Level 2 students should be able to use, with minimal support (e.g., with resources), basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.  | Level 3 students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.   | Level 4 students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.   |
| <b>RANGE ALD</b><br><b>Target 9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts  | Level 1 students should be able to provide minimal evidence that they can write or edit texts, demonstrating a minimal understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).   | Level 2 students should be able to provide partial evidence that they can write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  | Level 3 students should be able to provide adequate evidence that they can write or edit texts, demonstrating an adequate understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  | Level 1 students should be able to provide thorough evidence that they can write or edit texts, demonstrating a thorough understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).  |

## Grade 8

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| <p><b>RANGE ALD</b><br/> <b>Target 10. TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or to produce texts.</p> | <p>Level 1 students should be able to provide minimal evidence that they can use technology, including the Internet, to produce and publish writing.</p> | <p>Level 2 students should be able to provide partial evidence that they can use technology, including the Internet, to produce and publish writing.</p>  | <p>Level 3 students should be able to provide adequate evidence that they can use technology, including the Internet, to produce and publish writing.</p>   | <p>Level 4 students should be able to provide thorough evidence that they can use technology, including the Internet, to produce and publish writing.</p>  |
| <p><b>THRESHOLD ALD</b><br/> <b>Writing Targets 1 -10</b></p>  |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Apply some narrative strategies, textual structures, and transitional strategies for coherence.</li> <li>• Use minimal relevant details when writing or revising brief narrative texts.</li> <li>• Use minimal support and elaboration when writing brief informational/explanatory texts.</li> <li>• Demonstrate some ability to use appropriate text features.</li> <li>• Produce argumentative texts and attempt to acknowledge a counterclaim.</li> <li>• Demonstrate some awareness of audience and purpose when writing.</li> <li>• Pay limited attention to word choice and/or syntax.</li> <li>• Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.</li> <li>• With some support use basic language appropriate to the purpose and audience when revising or composing text.</li> <li>• Apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li> <li>• Demonstrate limited use of technology, including the Internet, to produce and publish writing.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Apply some narrative strategies when writing or revising one or more paragraphs.</li> <li>• Write longer narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence.</li> <li>• Employ effective text features and visual components appropriate to purpose.</li> <li>• Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.</li> <li>• Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.</li> <li>• Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.</li> <li>• Demonstrate some use of technology, including the Internet, to produce and publish writing.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence.</li> <li>• Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.</li> <li>• Demonstrate use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence when writing longer narrative texts.</li> <li>• Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.</li> <li>• Employ advanced text features and visual components appropriate to purpose.</li> <li>• Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.</li> <li>• Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).</li> </ul> |

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|  |  |  |  | <ul style="list-style-type: none"><li>Effectively use technology, including the Internet, to produce and publish writing.</li></ul> |
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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>            | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                              | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                              | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> |
| <i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>            | <i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>   | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>  |
| <b>Listening</b>  |   |  |   |  |
| <b>RANGE ALD<br/>Target 4.<br/>LISTEN/INTERPRET:</b><br>Analyze, interpret, and use information delivered orally or visually. | Level 1 students should be able to provide minimal evidence that they can identify the speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials. | Level 2 students should be able to provide partial evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials. | Level 3 students should be able to provide adequate evidence that they can interpret, analyze, evaluate, and use the speakers' details, claims, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials. | Level 4 students should be able to thoroughly interpret, analyze, evaluate, and use the speakers' details, claim, argument, and reasoning, and identify whether irrelevant evidence is introduced when delivered orally or through audiovisual materials.  |
| <b>THRESHOLD ALD<br/>Listening Target 4</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</li> </ul>                                 | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.</li> </ul>                        |

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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i>CLAIM 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>  |
| <b>Research</b>   |   |  |  |   |
| <b>RANGE ALD Target 1. PLAN/RESEARCH:</b><br>Conduct short research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.          | Level 1 students should be able to provide minimal evidence that they can conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on a limited number of sources, including multimedia components; and generate additional related focused questions for further research and investigation. | Level 2 students should be able to provide partial evidence that they can conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on multiple sources, including multimedia components; and generate additional related focused questions for further research and investigation. | Level 3 students should be able to provide adequate evidence that they can gather and conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on multiple sources, including various multimedia components; and generate additional related focused questions for further research and investigation. | Level 4 students should be able to provide thorough evidence that they can conduct short research projects to answer a complex question or problem, analyzing interrelationships among concepts or perspectives that draw on multiple sources, including various multimedia components; and generate additional related focused questions for further research and investigation. |
| <b>RANGE ALD Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.) | Level 1 students should be able to provide minimal evidence that they can identify a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  | Level 2 students should be able to provide partial evidence that they can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  | Level 3 students should be able to provide adequate evidence that they can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.   | Level 4 students should be able to provide thorough evidence that they can analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.  |
| <b>RANGE ALD Target 3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses.     | Level 1 students should be able to provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.  | Level 2 students should be able to provide partial evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.   | Level 3 students should be able to provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.  | Level 4 students should be able to provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility and accuracy of each source; quote/paraphrase the information, avoiding plagiarism; and provide basic bibliographic information for sources.   |

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| <b>RANGE ALD</b><br><b>Target 4. USE EVIDENCE:</b><br>Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques. | Level 1 students should be able to provide minimal evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques. | Level 2 students should be able to provide partial evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.   | Level 3 students should be able to provide adequate evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.  | Level 4 students should be able to provide thorough evidence that they can generate claim(s), acknowledge and distinguish between alternate or opposing claim(s), and cite several pieces of evidence to support analyses, arguments, or critiques.   |
| <b>THRESHOLD ALD</b><br><b>Research Targets 1-4</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Demonstrate minimal research and evaluation skills.</li> <li>• Draw broad conclusions from source materials.</li> <li>• Construct a partial claim with limited use of evidence.</li> <li>• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</li> <li>• Develop an argument with a claim and minimal support.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Use research/inquiry methods to explore a topic.</li> <li>• Select from and adequately analyze sources from a variety of perspectives and present findings.</li> <li>• Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</li> <li>• Search for relevant authoritative information and evaluate the uses and limitations of source material.</li> <li>• Generate a specific debatable claim or main idea and cite some relevant evidence.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Employ multimodal resources to advance a sustained exploration of a topic.</li> <li>• Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.</li> <li>• Search for relevant information from diverse authoritative sources.</li> <li>• Systematically evaluate uses and limitations of sources.</li> <li>• Generate an authoritative claim.</li> <li>• Evaluate and cite substantial, relevant evidence.</li> </ul> |

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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i>CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate–to-high complexity and to use textual evidence to demonstrate critical thinking.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking.</i>   |
| <b>Reading: Literary Texts</b>   |  |  |  |   |
| <b>RANGE ALD</b><br><b>Target 1. KEY DETAILS:</b> Cite explicit textual evidence to support inferences made or conclusions drawn about texts.  | Level 1 students should be able to identify textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity.  | Level 2 students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.  | Level 3 students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity.   | Level 4 students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 2 CENTRAL IDEAS:</b> Summarize central ideas/key events using key relevant details.  | Level 1 students should be able to use explicit details to minimally summarize central ideas or key events.  | Level 2 students should be able to partially summarize central ideas, themes, and key events using limited supporting ideas or relevant details.   | Level 3 students should be able to summarize central ideas, themes, and key events and analyze thematic development over the course of the text using adequate support and relevant details.   | Level 4 students should be able to thoroughly summarize central ideas, themes, and key events and provide an insightful analysis of thematic development over the course of the text, using supporting ideas and relevant, well-chosen details.   |
| <b>RANGE ALD</b><br><b>Target 3. WORD MEANINGS:</b> Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools). | Level 1 students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines. | Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines. | Level 3 students should be able to adequately determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or resources effectively, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines. | Level 4 students should be able to thoroughly determine intended, precise, and nuanced meanings of words including academic words, domain-specific words, and connotation/denotation using multiple-word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines. |

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| <b>RANGE ALD</b><br><b>Target 4. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development). | Level 1 students should be able to provide minimal evidence that they can apply reasoning and a limited range of textual evidence to justify simple inferences or judgments made with regard to themes, characters, and point of view or discourse style on plot/subplot development.             | Level 2 students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style on plot/subplot development. | Level 3 students should be able to provide adequate evidence that they can apply reasoning and a range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of moderate-to-high complexity. | Level 4 students should be able to provide thorough evidence that they can apply insightful reasoning and a wide range of textual evidence to justify inferences or judgments made with regard to development of universal themes, characters, and impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development, especially with texts of unusually high complexity. |
| <b>RANGE ALD</b><br><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.  | Level 1 students should be able to provide minimal evidence of analysis of interrelationships among literary elements within a text of low complexity or how a pair of texts of low complexity addresses a topic or theme.  | Level 2 students should be able to provide partial evidence of analysis of interrelationships among literary elements within a text of moderate complexity or multiple texts of moderate complexity with similar themes, topics, or source materials.   | Level 3 students should be able to provide evidence of an adequate analysis of interrelationships among literary elements within one or multiple texts of moderate-to-high complexity or how different texts address topics, themes, or use source materials.  | Level 4 students should be able to provide evidence of a thorough and insightful analysis of interrelationships among literary elements within texts of unusually high complexity and how different texts address themes, topics, or use source materials.   |
| <b>RANGE ALD</b><br><b>Target 6. TEXT STRUCTURES/FEATURES:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.  | Level 1 students should be able to provide minimal evidence that they can identify text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of low complexity and provide a minimal explanation of the impact of those choices on meaning or presentation. | Level 2 students should be able to provide partial evidence that they can describe and distinguish text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate complexity and explain the obvious impact of those choices on meaning or presentation.               | Level 3 students should be able to provide adequate evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of moderate-to-high complexity and explain the impact(s) of those choices on meaning and/or presentation.   | Level 4 students should be able to provide thorough evidence that they can analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts of unusually high complexity and critique the complex impact(s) of those choices on meaning and/or presentation.  |
| <b>RANGE ALD</b><br><b>Target 7. LANGUAGE USE:</b> Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.   | Level 1 students should be able to minimally determine the figurative (e.g., hyperbole) or connotative meanings of some words and phrases in texts of low complexity and with some guided support (e.g., pointing to words in context).   | Level 2 students should be able to partially determine the figurative (e.g., euphemism, oxymoron) or connotative meanings of words and phrases used in context and the obvious impact of those word choices on meaning and/or tone in texts of moderate complexity and with some support (e.g., limiting context).  | Level 3 students should be able to adequately determine and analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone in texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly determine, analyze, and critique the use of figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone in texts of unusually high complexity.  |

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| <b>THRESHOLD ALD</b><br><b>Reading Targets 1–7</b>   |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>Identify key textual evidence to attempt to support simple inferences or conclusions.</li> <li>Provide a simple summary of key events and/or details of a text.</li> <li>Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words.</li> <li>Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.</li> <li>Analyze some interrelationships of literary elements in texts of low to moderate complexity.</li> <li>Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.</li> <li>Identify elements that contribute to points of view and how they impact meaning.</li> <li>Identify and determine meaning and impact of figurative language.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.</li> <li>Summarize themes and some analysis of thematic development over the course of the text using relevant details.</li> <li>Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.</li> <li>Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.</li> <li>Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials).</li> <li>Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation.</li> <li>Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>Identify and analyze textual evidence in texts of high complexity.</li> <li>Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence.</li> <li>Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.</li> <li>Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts.</li> <li>Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.</li> <li>Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.</li> <li>Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events.</li> <li>Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity.</li> <li>Analyze figurative and connotative meanings of words and phrases in texts of high complexity.</li> </ul> |
| <b>Reading: Informational Texts</b>  |   |  |   |   |
| <b>RANGE ALD</b><br><b>Target 8. KEY DETAILS:</b> Cite explicit text evidence to support inferences made or conclusions drawn about texts. | Level 1 students should be able to identify textual evidence that minimally supports simple inferences made or conclusions drawn about texts of low complexity. | Level 2 students should be able to identify textual evidence that partially supports inferences made or conclusions drawn about texts of moderate complexity.  | Level 3 students should be able to identify and explain sufficient and relevant textual evidence that adequately supports inferences made or conclusions drawn about texts of moderate-to-high complexity   | Level 4 students should be able to identify and analyze substantial and relevant textual evidence that thoroughly supports inferences made or conclusions drawn about texts of unusually high complexity.   |

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| <b>RANGE ALD</b><br><b>Target 9. CENTRAL IDEAS:</b><br>Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.   | Level 1 students should be able to use explicit details to minimally summarize central ideas, topics, key events, or procedures in texts of low complexity.  | Level 2 students should be able to partially summarize central ideas, topics, key events, or procedures from a text using limited supporting ideas or relevant details in texts of moderate complexity.   | Level 3 students should be able to adequately summarize central ideas, topics, key events, or procedures from a text using adequate supporting ideas and relevant details in texts of moderate-to-high complexity.  | Level 4 students should be able to thoroughly summarize central ideas, topics, key events, or procedures from a text using supporting ideas and relevant, well-chosen details in texts of unusually high complexity.   |
| <b>RANGE ALD</b><br><b>Target 10 WORD MEANINGS:</b><br>Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words) based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools). | Level 1 students should be able to determine, with guided support (e.g., pointing to words in context), the intended meanings of words including some academic and domain-specific words and connotation/denotation, using some context and limited strategies or resources, with a primary focus on the academic vocabulary common to texts of low complexity across disciplines. | Level 2 students should be able to determine, with some support (e.g., limiting context), intended meanings of words including academic words, domain-specific words, and connotation/denotation, using some word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate complexity across disciplines.    | Level 3 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation adequately, using context and multiple-word analysis strategies or resources, with a primary focus on the academic vocabulary common to texts of moderate-to-high complexity across disciplines.   | Level 4 students should be able to determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation thoroughly, using multiple-word analysis strategies or resources thoroughly and accurately, with primary focus on the academic vocabulary common to texts of unusually high complexity across disciplines.  |
| <b>RANGE ALD</b><br><b>Target 11. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).  | Level 1 students should be able to provide minimal evidence that they can use limited reasoning and a limited range of textual evidence to support explanations of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas).          | Level 2 students should be able to provide partial evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among concepts/ideas). | Level 3 students should be able to provide evidence that they can apply reasoning and an adequate range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas), especially with texts of moderate-to-high complexity. | Level 4 students should be able to provide evidence that they can apply insightful reasoning and a thorough range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ ideas), especially with texts of unusually high complexity. |
| <b>RANGE ALD</b><br><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, themes, or rhetorical features.  | Level 1 students should be able to provide minimal evidence of analysis of connections in the development of ideas or events or in development of topics, themes, or simple rhetorical features in texts of low complexity.  | Level 2 students should be able to provide partial evidence of analysis of connections in the development of ideas or events or development of topics, themes, or some rhetorical features in texts of moderate complexity.   | Level 3 students should be able to provide evidence of an adequate analysis how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of moderate-to-high complexity.  | Level 4 students should be able to provide evidence of a thorough analysis of how connections are made in development of complex ideas or events or development of topics, themes, or rhetorical features in texts of unusually high complexity.   |

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| <p><b>RANGE ALD</b><br/> <b>Target 13. TEXT STRUCTURES/ FEATURES:</b><br/>         Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.</p>   | <p>Level 1 students should be able to provide minimal evidence that they can identify aspects of text structures or formats or genre features (e.g., graphic/visual information) and minimally identify and/or explain relationships between text structures or text features and meaning in texts of low complexity.</p> | <p>Level 2 students should be able to provide partial evidence that they can identify some aspects of text structures or formats or genre features (e.g., graphic/visual information) and indicate some relationships between text structures or text features on meaning or presentation in texts of moderate complexity.</p>   | <p>Level 3 students should be able to provide adequate evidence that they can relate text structures or formats and/or genre features (e.g., graphic/visual information) and integrate information or analyze the impact on meaning or presentation in texts of moderate-to-high complexity.</p>  | <p>Level 4 students should be able to provide thorough evidence that they can evaluate the effectiveness of text structures or formats and/or genre features and analyze their impact on meaning or presentation, including integration of visual information with information presented in words in texts of unusually high complexity.</p>   |
| <p><b>RANGE ALD</b><br/> <b>Target 14. LANGUAGE USE:</b><br/>         Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.</p> | <p>Level 1 students should be able to provide evidence of a minimal analysis of the figurative (e.g., hyperbole) or connotative meanings of words and phrases or identify denotative meanings of words used in context and a minimal connection of these word choices on meaning in texts of low complexity.</p>          | <p>Level 2 students should be able to provide a partial analysis of the figurative (e.g., oxymoron, hyperbole) or connotative meanings of words and phrases used in context and a partial explanation of the impact of these word choices on meaning and tone in texts of moderate complexity.</p>   | <p>Level 3 students should be able to provide evidence of an adequate analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and explain the impact of these word choices on meaning and tone in texts of moderate-to-high complexity.</p>   | <p>Level 4 students should be able to provide a thorough analysis of the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and thoroughly explain the impact of these word choices on meaning and tone in texts of unusually high complexity.</p>  |
| <p><b>THRESHOLD ALD</b><br/> <b>Reading Targets 8–14</b></p>  |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions.</li> <li>Provide a simple summary of key events and/or details of a text.</li> <li>Use sentence- and paragraph-level context and resources to determine meanings of words.</li> <li>Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.</li> <li>Analyze the connection of ideas within and between texts of low-to-moderate complexity.</li> <li>Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.</li> <li>Demonstrate emerging knowledge of obvious genre interpretations and ideas.</li> <li>Have limited engagements and interaction with source materials in common.</li> <li>Partially account for elements that contribute to points of view.</li> <li>Identify and begin to determine meaning and</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.</li> <li>Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details.</li> <li>Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.</li> <li>Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information.</li> <li>Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>Identify and analyze textual evidence in texts of high complexity.</li> <li>Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence.</li> <li>Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.</li> <li>Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity.</li> <li>Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.</li> <li>Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity.</li> </ul> |



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|  |  | impact of figurative language. | <ul style="list-style-type: none"><li>• Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation.</li><li>• Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.</li></ul> | <ul style="list-style-type: none"><li>• Analyze texts of high complexity to show how connections are made in development of complex ideas or events.</li><li>• Analyze the effectiveness and impact of text structures and/or text features of highly complex texts.</li><li>• Analyze figurative and connotative meanings of words and phrases in texts of high complexity.</li></ul> |
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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                        | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i>CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.</i>  |
| <b>Writing</b>  |  |  |  |   |
| <b>RANGE ALD</b><br><b>Target 1. WRITE/REVISE</b><br><b>BRIEF TEXTS:</b> Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).  | Level 1 students should be able to provide minimal evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies, resulting in narrative writing or revisions that show minimal coherence and use of details when writing brief narrative texts. | Level 2 students should be able to provide partial evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence, using some details when writing or revising brief narrative texts.       | Level 3 students should be able to provide adequate evidence that they can apply narrative strategies (e.g., dialogue, description, pacing), text structures, and transitional strategies for coherence, using relevant details and precise words and phrases when writing or revising brief narrative texts.  | Level 4 students should be able to provide thorough evidence that they can apply effective narrative strategies, text structures, and transitional strategies for coherence, using relevant, vivid details and precise words and phrases when writing or revising brief narrative texts.  |
| <b>RANGE ALD</b><br><b>Target 3. WRITE/REVISE</b><br><b>BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience. | Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief informational/explanatory text, resulting in writing that may have weak coherence, minimal use of supporting evidence and/or elaboration, and/or a weak conclusion.                    | Level 2 students should be able to provide partial evidence that they can apply strategies when writing or revising a brief informational/explanatory text, resulting in writing with a partially developed topic and elaboration and/or some attention to purpose and audience. | Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising brief informational/explanatory texts to develop a topic by clearly organizing complex ideas, using appropriate language to consistently maintain a suitable focus/tone, and including relevant supporting evidence and elaboration with adequate attention to purpose and audience. | Level 4 students should be able to provide thorough evidence that they can apply a variety of strategies when writing or revising brief informational/explanatory texts to develop a topic by clearly organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone, and including relevant and strategically chosen supporting evidence. |

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| <b>RANGE ALD</b><br><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.   | Level 1 students should be able to provide minimal evidence that they can write informational/explanatory texts, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence.   | Level 2 students should be able to provide partial evidence that they can write informational/explanatory texts in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a brief conclusion.  | Level 3 students should be able to provide adequate evidence that they can write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate.   | Level 4 students should be able to provide thorough evidence that they can write strategically developed informational/explanatory texts appropriate for purpose and audience by clearly and coherently organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone, and critically assessing and synthesizing supporting evidence from sources, as appropriate.                              |
| <b>RANGE ALD</b><br><b>Target 5. USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose.   | Level 1 students should be able to provide evidence that they can minimally use text features and/or visual components with minimal attention to purpose.   | Level 2 students should be able to provide evidence that they can partially use some text features and/or visual components with limited attention to purpose.   | Level 3 students should be able to provide evidence that they can adequately use text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.   | Level 4 students should be able to provide thorough evidence that they can effectively use text features (e.g., formatting, graphics, and multimedia) appropriate to audience and purpose to create a unified whole.  |
| <b>RANGE ALD</b><br><b>Target 6. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem). | Level 1 students should be able to provide minimal evidence that they can apply writing strategies when writing or revising brief argumentative texts, resulting in texts that may have weak coherence, weakly articulated claims, minimal use of supporting evidence, and/or weak attention to audience and purpose. | Level 2 students should be able to provide partial evidence that they can apply some strategies when writing or revising brief argumentative texts, supporting a claim with limited evidence and limited attention to counterclaims, using limited transitional strategies for coherence, and language that attempts to establish an objective focus/tone. | Level 3 students should be able to provide adequate evidence that they can apply a variety of strategies when writing or revising brief argumentative texts to develop a precise claim by clearly organizing and citing relevant supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using appropriate language to maintain a suitable focus/tone. | Level 4 students should be able to provide thorough evidence that they can apply a variety of effective strategies when writing or revising brief argumentative texts to develop a precise claim by strategically organizing and citing relevant and persuasive supporting evidence and counterclaims, providing appropriate transitional strategies for coherence, and using precise and vivid language to maintain a suitable focus/tone. |

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| <b>RANGE ALD</b><br><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience. | Level 1 students should be able to provide minimal evidence that they can write argumentative texts, in which there may be weak coherence, organization, attention to audience, and/or evidence to support a claim.   | Level 2 students should be able to provide partial evidence that they can write argumentative texts that support claims with evidence or acknowledge counterclaims that show a partial understanding of organization, audience, and purpose.                      | Level 3 students should be able to provide adequate evidence that they can write fully developed argumentative texts to support a claim by gathering, assessing, and integrating relevant supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using appropriate language to maintain a suitable focus/tone. | Level 4 students should be able to provide thorough evidence that they can write effectively developed argumentative texts to support a precise, compelling claim by strategically gathering, assessing, and synthesizing relevant and persuasive supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using precise and vivid language to maintain a suitable focus/tone. |
| <b>RANGE ALD</b><br><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.   | Level 1 students should be able to provide minimal evidence that they can use precise language, vocabulary, and style, using simplistic and limited syntax and vocabulary with minimal consideration of purpose and audience when revising or composing texts.    | Level 2 students should be able to provide partial evidence that they can use precise language, vocabulary and style, using some varied syntax, vocabulary, and style when revising and composing texts that may show limited attention to audience and purpose.  | Level 3 students should be able to provide adequate evidence that they can use precise and varied syntax, vocabulary (including academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.   | Level 4 students should be able to provide thorough evidence that they can strategically use vivid, precise, and varied syntax, vocabulary (including extensive use of academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.  |
| <b>RANGE ALD</b><br><b>Target 9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.   | Level 1 students should be able to provide minimal evidence that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts. | Level 2 students should be able to provide partial evidence that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts. | Level 3 students should be able to provide adequate evidence that they can apply and edit with consistent understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.  | Level 4 students should be able to provide thorough evidence that they can apply and edit with advanced understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.  |
| <b>RANGE ALD</b><br><b>Target 10 TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts.   | Level 1 students should be able to use, with significant support (e.g., explicit directions), some tools of technology to gather information, make revisions, or produce texts.   | Level 2 students should be able to use, with some support (e.g., whole broken into parts), tools of technology to gather information, make revisions, or produce texts.   | Level 3 students should be able to adequately use tools of technology to gather information, make revisions, or produce texts.   | Level 4 students should be able to evaluate and select tools of technology based on appropriateness to gather information, make revisions, or produce texts.   |

**THRESHOLD ALD**  
**Writing Targets 1 and**  
**3–10**

- The student who just enters Level 2 should be able to:
- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
  - Use minimal relevant details when writing or revising brief narrative texts.
  - Use minimal support and elaboration when writing brief informational/explanatory texts.
  - Demonstrate some ability to use appropriate text features.
  - Produce argumentative texts and attempt to acknowledge a counterclaim.
  - Demonstrate some awareness of audience and purpose when writing.
  - Pay limited attention to word choice and/or syntax.
  - Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.
  - Apply some revisions to narrative, informational, and argument texts.
  - Use basic technology, with support, for gathering information, making revisions, or producing texts.

- The student who just enters Level 3 should be able to:
- Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts.
  - Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/ton e, and including some relevant supporting evidence.
  - Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/ton e, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.
  - Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose.
  - Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/ton e.
  - Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/ton e.
  - Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.

- The student who just enters Level 4 should be able to:
- Apply effective writing strategies and processes when writing and revising texts for all purposes.
  - Use precise language.
  - Use relevant and persuasive evidence.
  - Assess and synthesize supporting evidence.
  - Select technological tools based on appropriateness.
  - Apply grade-appropriate editing and revising skills.

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|  |  |  | <ul style="list-style-type: none"><li>• Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics.</li><li>• Follow directions when using tools of technology to gather information, make revisions, or produce texts.</li></ul> |  |
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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>                                   | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i>CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</i>                                   | <i>CONTENT ALD: The Level 1 student demonstrates minimal competency in employing listening skills.</i>   | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.</i>   | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.</i>   | <i>CONTENT ALD: The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.</i>  |
| <b>Listening</b>   |  |  |   |  |
| <b>RANGE ALD</b><br><b>Target 4. LISTEN/INTERPRET:</b><br>Analyze, interpret, and use information delivered orally or through audiovisual materials. | <b>SL-2</b> Level 1 students should be able to provide minimal evidence that they can identify the sources a speaker uses to support a point of view.<br><b>SL-3</b> Level 1 students should be able to provide minimal evidence that they can identify or articulate a speaker's point of view. | <b>SL-2</b> Level 2 students should be able to provide partial evidence that they can evaluate sources presented in diverse media (e.g., visually, quantitatively, orally) for credibility and reliability.<br><b>SL-3</b> Level 2 students should be able to provide partial evidence that they can evaluate a speaker's or source's point of view, reasoning, and use of evidence. | <b>SL-2</b> Level 3 students should be able to provide adequate evidence that they can accurately synthesize content from a diversity of source materials and media, discriminating for relevance and soundness among a range of presentations of information.<br><b>SL-3</b> Level 3 students should be able to provide adequate evidence that they can listen carefully for point of view and analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices. | <b>SL-2</b> Level 4 students should be able to provide evidence of thorough and insightful integration of diverse source materials from diverse perspectives.<br><b>SL-3</b> Level 4 students should be able to provide thorough evidence that they can systematically and meticulously evaluate the ways that uses of evidence, implicit premises, and contributions of rhetorical stylistic choices enhance or undermine points of view. |
| <b>THRESHOLD ALD</b><br><b>Listening Target 4</b>  |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information.</li> <li>Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials.</li> <li>Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.</li> </ul>  |

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| <i>Overall Claim: Students can demonstrate college and career readiness in English language arts and literacy.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                            | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>                               | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the English language arts and literacy knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i>CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.</i>   | <i>CONTENT ALD: The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.</i>  | <i>CONTENT ALD: The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.</i>  | <i>CONTENT ALD: The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.</i>  | <i>CONTENT ALD: The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.</i>  |
| <b>Research</b>   |   |  |  |   |
| <b>RANGE ALD Target 1. PLAN/RESEARCH:</b><br>Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives. | Level 1 students should be able to provide minimal evidence that they can use the results of an Internet search when exploring a topic, an issue, or a problem and conducting an examination of the research results.                                     | Level 2 students should be able to provide partial evidence that they can use research/inquiry methods when exploring a topic, an issue, or a problem, demonstrating limited ability to select sources and examine relationships among concepts or perspectives in research results. | Level 3 students should be able to provide adequate evidence that they can use research/inquiry methods to purposefully explore a topic, an issue, or a problem, selecting from and analyzing diverse sources, and exploring the interrelationships among the concepts and perspectives. | Level 4 students should be able to provide thorough evidence that they can use research/inquiry methods to purposefully engage with a topic, evaluating and synthesizing the uses and limitations of a variety of sources from diverse perspectives, and then judiciously employing multimodal resources in a sustained exploration of a topic. |
| <b>RANGE ALD Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.   | Level 1 students should be able to provide minimal evidence that they can gather sources and examine their appropriateness for supporting a presentation on a topic.  | Level 2 students should be able to provide partial evidence that they can gather sources to use to support a presentation on a topic and examine the sources to determine how the information may be integrated.   | Level 3 students should be able provide adequate evidence that they can gather and analyze diverse authoritative sources, determining how best to integrate the information/evidence to support a presentation on the topic.   | Level 4 students should be able provide thorough evidence that they can synthesize multiple sources and formats of relevant, authoritative information and discriminate among them to support an illuminating presentation, including an ability to make effective use of ambiguous or inconclusive details.                                    |
| <b>RANGE ALD Target 3. EVALUATE INFORMATION/SOURCES:</b><br>Evaluate relevancy, accuracy, and completeness of information from multiple sources.  | Level 1 students should be able to use a minimal number of sources that are easily available and evaluate them superficially when conducting research.  | Level 2 students should be able to locate some relevant sources of information and partially evaluate them for relevancy, accuracy, and completeness.  | Level 3 students should be able to search for relevant, authoritative information and adequately evaluate the uses and limitations of source material and its influence on the authority of their own writing.   | Level 4 students should be able to conduct a thorough and purposeful search for relevant information from diverse, authoritative sources, systematically evaluate their uses and limitations; and demonstrate awareness of the ways that uses of evidence enhance or undermine the authority of their own writing.                              |



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| <b>RANGE ALD</b><br><b>Target 4. USE EVIDENCE:</b><br>Generate a claim or a main idea and cite evidence to support arguments or conjectures. | Level 1 students should be able to provide minimal evidence that they can generate and support factual or opinion-based statements, claims, or ideas. | Level 2 students should be able to provide partial evidence that they can generate a claim and then support it with adequate evidence.  | Level 3 students should be able to provide adequate evidence that they can generate a specific, debatable claim or main idea and cite relevant evidence to support arguments or conjectures.   | Level 4 students should be able provide thorough evidence that they can generate an authoritative and insightful claim and cite substantial, compelling, and relevant supporting evidence to support arguments or conjectures.  |
| <b>THRESHOLD ALD</b><br><b>Research Targets 1–4</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Demonstrate minimal research and evaluation skills.</li> <li>• Draw broad conclusions from source materials.</li> <li>• Construct a partial or undeveloped claim with limited use of evidence.</li> <li>• Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</li> <li>• Develop an argument with a claim and minimal support.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Use research/inquiry methods to explore a topic.</li> <li>• Select from and adequately analyze sources from a variety of perspectives and present findings.</li> <li>• Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</li> <li>• Search for relevant authoritative information and evaluate the uses and limitations of source material.</li> <li>• Generate a specific debatable claim or main idea and cite some relevant evidence.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Employ multimodal resources to advance a persuasive and sustained exploration of a topic.</li> <li>• Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.</li> <li>• Search for relevant information from diverse authoritative sources.</li> <li>• Systematically evaluate the uses and limitations of sources.</li> <li>• Generate authoritative claim.</li> <li>• Evaluate and cite substantial, relevant evidence.</li> </ul> |

## Appendix XI. Mathematics Initial ALDs

## Introduction

The Smarter Balanced Assessment Consortium (Smarter Balanced) has developed an interconnected system of initial achievement level descriptors (ALDs) for English language arts/literacy (ELA/literacy) and mathematics that are aligned with the Common Core State Standards (CCSS) and the Smarter Balanced assessment claims (see Definition of Terms). ALDs are commonly used in K–12 statewide assessments to explain the knowledge, skills, and processes that students display at predetermined levels of achievement (e.g., Basic, Proficient, and Advanced). These ALDs are often found on student-level score reports or on state aggregate reports so that stakeholders, such as parents and teachers, can understand the types of knowledge, skills, and processes that students have demonstrated on an assessment.

In its Content Specifications documents, Smarter Balanced defines the assessment claims and articulates how the CCSS would be demonstrated with assessment items and tasks. At a finer level of detail, the Content Specifications also include assessment targets that map the CCSS onto statements of evidence that will be collected through the assessment. The ALDs presented in this document have been developed by referring consistently to the Content Specifications and the CCSS. As a result, the ALDs reflect the depth and rigor of the CCSS as well as the way in which Smarter Balanced intends to assess the CCSS.

The ALDs presented in this document represent a new direction in the focus and purpose of ALDs. In the past, ALDs were developed near the end of the test development cycle and could only summarize student performance. This new approach allows for the development of ALDs at the beginning of the test development cycle so that expectations for student performance may guide the way tests are conceived and produced.

There is an additional unique aspect of these ALDs. Because the CCSS are grounded in expectations for college and career readiness, the Smarter Balanced assessments are being deliberately designed to measure each student's progress toward meeting those expectations. The ALDs presented here are linked to an operational definition of college content-readiness as well as a policy framework to guide score interpretation for high schools and colleges. Smarter Balanced does not yet have a parallel operational definition and framework for career readiness; however, it is working toward this end and will amend this document when those materials are ready for public review.

### Definition of Terms

**Assessment Claims** are broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessments. At each grade level within mathematics and ELA/literacy, there is one overall claim encompassing the entire content area and four specific content claims. Students will receive a score on each overall claim and scores for the specific content claims.

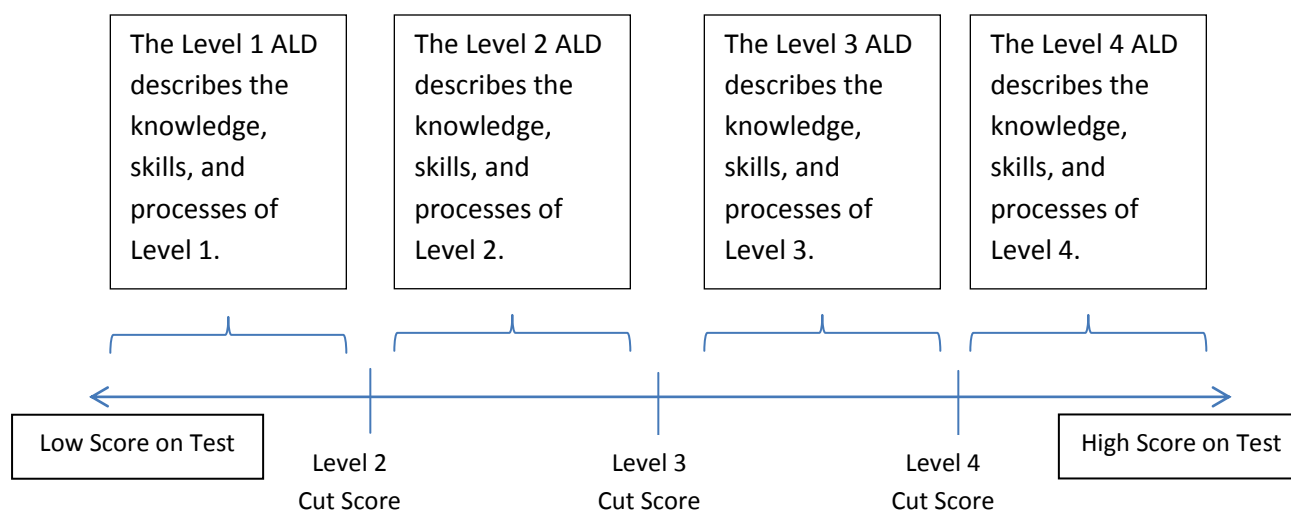
**Content Categories** are sub-categories that apply to some, but not all, specific assessment claims. For example, within the specific content claim “Reading” there are two content categories: “Informational Text” and “Literary Text.”

**Assessment Targets** connect the CCSS to evidence that will be collected from the assessment. The targets map the standards in the CCSS onto assessment evidence that is required to support the content categories and claims. Assessment targets are used to guide the development of items and tasks that will measure the CCSS.

**Standard Setting** is the process whereby educators recommend threshold test scores that separate students into achievement levels.

**Governing States** are member states that have committed to using the Smarter Balanced Assessment System and have voting privileges on Consortium policy; 21 of the consortium's 25 member states are governing states.

This document provides an overview of the ALDs including their use and purpose, summarizes the process used to create the ALDs, describes the designation of college and career readiness for Grade 11 students, and provides the proposed ALDs.



**Figure 1. Relationship between Test Scale and ALDs**

### What Are Achievement Level Descriptors?

Achievement level descriptors (ALDs) are a means of describing performance on a standardized test in terms of levels or categories of performance. For the Smarter Balanced assessments, outcomes will be reported in terms of four levels of achievement: Level 1, Level 2, Level 3, and Level 4. The ALDs are text descriptions of the knowledge, skills, and processes demonstrated by students in each category of performance. The policy, range, and threshold ALDs (see page 3 for definitions of the ALDs) provided with this report are labeled as “initial” because they all will be refined and finally adopted by Smarter Balanced after student performance data are collected through a national field test and after standard setting occurs. In addition, they will be augmented to include the reporting ALDs. This will ensure a seamless integration of the ALDs with student performance measures.<sup>1</sup>

Figure 1 shows the relationship between performance on a standardized assessment and the ALDs. The horizontal line in Figure 1 represents the test scale, which ranges from low test scores to high test scores. Low test scores signify poorer performance on the test than do high test scores. The horizontal line is separated by three cut scores into four levels of achievement. The cut scores represent the test score necessary for a student to move from one level of achievement to the next highest level.

A higher score on the test reflects a greater accumulation of knowledge, skills, and processes. ALDs are cumulative, where the knowledge, skills, and processes of lower level ALDs are assumed by the

<sup>1</sup> The mathematics ALDs arise from the Smarter Balanced Assessment Targets and the closely associated CCSS. In some instances, the CCSS aligned to a particular target do not lend themselves to a range of 4 levels of ALDs as the associated skill requires mastery at the level 3 range. In such cases, there will appear no level 4 range ALD.

higher level ALDs. For example, a Level 3 student is assumed to be able to possess the knowledge, skills, and processes described in Levels 1 and 2.

The most commonly understood use of ALDs is to communicate the meaning of test scores. When ALDs are used for reporting scores, parents, teachers, and other stakeholders are provided summaries of the different levels of performance in terms that can be readily understood. It is important to recognize, however, that there are other purposes for ALDs beyond score reporting, including guidance for policy and standard setting (establishment of cut scores) as well as item development. To address the entire set of purposes, Smarter Balanced has developed a system of interrelated ALDs that support the entire testing program. This system includes four types of ALDs, which are defined below and summarized in Table 1.

- **Policy ALDs** are general descriptors that articulate the goals and rigor for the final performance standards. These descriptors set the tone for the subsequent descriptors. These ALDs are very high-level and are most often used by policymakers. For Smarter Balanced, there will be two types of policy ALDs, including the policy ALDs that are aligned to Smarter Balanced's overall claims and the Content ALDs that are aligned to Smarter Balanced's content claims.
- **Range ALDs** are grade- and content-specific descriptors that may be used by test developers to guide item writing; these ALDs describe the cognitive and content rigor that is encompassed within particular achievement levels. The range ALDs are developed at the beginning of the testing program. The knowledge, skills, and processes described in the range ALDs are ones that are expected of students; in other words, they are knowledge, skills, and processes that students *should* have.
- **Threshold ALDs** are created in conjunction with or following range ALDs and are used to guide standard setting. The threshold ALDs are a subset of the range ALDs and use only the information from the range ALDs that defines the minimum performance required for meeting a particular achievement-level expectation. As with the range ALDs, these ALDs also reflect the knowledge, skills, and processes that are expected of students. As stated above, the knowledge, skills, and processes in ALDs are cumulative. For the threshold ALDs, it is important to understand that they reflect the cumulative skills of the range ALDs, not just the threshold ALDs. The student who has achieved the threshold Level 3 is assumed to have the knowledge, skills, and processes of the range Levels 1 and 2 ALDs.
- **Reporting ALDs** are the final ALDs that are developed following standard setting. They will provide guidance to stakeholders on how to interpret student performance on the test. These ALDs will be written after the standard setting in summer 2014. An important difference between the reporting ALDs and the range/threshold ALDs is that the reporting ALDs reflect student test performance. As such, they reflect the knowledge, skills, and processes that students *can* do.

These ALDs are not intended to provide guidance to classroom teachers for curriculum or individual student decisions. Such guidance will be provided through the formative assessments.

**Table 1. ALDs by Use, Purpose, and Intended Audience**

| ALD Type  | Use  | Purpose   | Intended Audience   |
|-----------|--|---|---|
| Policy    | Test development and conceptualization                 | Set tone for the rigor of performance standards expected by sponsoring agency   | Policymakers  |
| Range     | Item-writing guidance                                  | Define content range and limits   | Item writers and test developers  |
| Threshold | Cut-score recommendation and standard-setting guidance | Define threshold performance at each achievement level  | Standard-setting panelists  |
| Reporting | Test-score interpretation                              | Describe the knowledge, skills, and processes that test takers demonstrate and indicate the knowledge and skills that must be developed to attain the next level of achievement | Stakeholders, such as parents, students, teachers, K–12 leaders, and higher-education officials |

**A Note Regarding Mathematics ALDs.** As elaborated in the Content Specifications (see pages 16 and 17 in particular), Smarter Balanced aims to assess multiple dimensions of mathematical proficiency. These ALDs should be read and understood accordingly, with student achievement progressing not only in familiar dimensions but in some new ways reflecting the coherence, focus, and rigor of the standards. Familiar dimensions include the number of steps a student can perform to reach a correct solution ( e.g., the size of denominators a student can work with in problems involving fractions), while new dimensions include a student's ability to reason and his or her facility with multiple representations ( e.g., in making use of functions).

### **Developing Achievement Level Descriptors for Smarter Balanced**

The creation of ALDs was identified as a major work effort in Smarter Balanced's overall work plan. The ALDs and associated materials were developed in partnership with and under the guidance of the developers at CTB/McGraw-Hill. The ALDs associated with this document were created at the ALD-Writing Workshop and have been revised based on feedback from Smarter Balanced staff, work groups and technical advisors; state K–12 and HigherEducation leads; and interested stakeholders from Smarter Balanced Governing States.

#### **ALD-Writing Workshop**

Smarter Balanced held a workshop at the beginning of October 2012 to draft its initial policy, range, and threshold ALDs. K–12 and higher-education representatives from each Governing State participated in the workshop. The workshop panelists included K–12 teachers and administrators, as well as faculty from two- and four-year colleges and universities. Individuals who had strong knowledge of the CCSS and/or had participated previously in developing achievement level descriptors or learning outcome statements were nominated by their states' K–12 and Higher-

Education Leads (the primary state representatives to Smarter Balanced) and were selected by Smarter Balanced staff, volunteer leaders, and contractors. Members of the Smarter Balanced Technical Advisory Committee and individuals from Student Achievement Partners who were primary writers of the CCSS all attended the workshop to act as expert advisors. Appendix A lists all workshop panelists as well as workshop facilitators.

To create the ALDs, the workshop panelists examined both the Smarter Balanced Content Specifications ([www.smarterbalanced.org/smarter-balanced-assessments/](http://www.smarterbalanced.org/smarter-balanced-assessments/)) and the CCSS ([www.corestandards.org](http://www.corestandards.org)). For the policy ALDs, the panelists delineated the Smarter Balanced overall claims and content claims described in the Content Specifications into achievement levels. The range and threshold ALDs drew upon the assessment targets in the Smarter Balanced Content Specifications, as well as the specific content standards in the CCSS that underlie the assessment targets.

### **Review Cycles and Public Feedback**

Following the workshop, a series of reviews have taken place. First, an internal review by Smarter Balanced staff was undertaken. This was followed by a public review period where Smarter Balanced collected feedback through an online survey. Following the public review and associated revisions, a final review was conducted by K–12 and Higher Education state leads.

In general, the review provided refinements in a variety of directions. Some particular concerns that were raised and addressed included

- greater distinctions between levels;
- clarity regarding terminology throughout the document, with specific attention focused on the defining phrases;
- consistency of language throughout the document (such as between policy, range, and threshold ALDs);
- clarity regarding the impact of providing a college-readiness statement while a student is in Grade 11;
- clarity of the parameters of college readiness (e.g., is college readiness more than academics?).

The initial ALDs presented in this document reflect the changes that were made as a result of the review process.

### **College Content-Readiness**

Representatives of higher education have been working closely with K–12 colleagues on the development of the Smarter Balanced assessments. This partnership is important because a primary goal of Smarter Balanced is that colleges and universities use student performance on the Grade 11 summative assessments in ELA and mathematics as evidence of readiness for entry-level, transferable, credit-bearing college courses. Connecting student performance to a tangible postsecondary outcome will send a clear signal to students, parents, and schools that the knowledge and skills delineated in the Common Core State Standards (CCSS) matter, providing individual

students with a powerful incentive to do their best work on the assessments and demonstrating the clear link between students' K–12 experience and the demands of higher education.

The CCSS enable the development of policies to more clearly connect K–12 and higher education. The standards were developed by both higher education faculty and K–12 content experts to clearly articulate the knowledge and skills necessary for college readiness in English language arts and mathematics. The Smarter Balanced draft Initial Achievement Level Descriptors and College Content-readiness Policy takes that process a step further by defining the performance standards that students must meet in order to be exempt from developmental coursework (not only what students must learn but to what degree they must master the specified knowledge and skills).<sup>2</sup>

### **College Content-Readiness Policy**

In order to guide colleges, universities, and schools in interpreting student performance, an operational definition of “college content-readiness” and accompanying policy framework were developed by state Higher-Education and K–12 Leads, as well as the faculty and teachers representing their states at the ALD-writing workshop (see Tables 2 and 3). Together, the operational definition and policy framework describe how colleges, universities, and schools should interpret student performance. The definition of college content-readiness, policy framework and related stipulations were developed over the course of several meetings with the state K–12 and Higher Education Leads, as well as discussion with participants at the ALD-writing workshop. After each meeting, the draft was further refined. Like the ALDs, the definition and policy framework represent initial work that will be refined once student performance data are collected and analyzed.

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<sup>2</sup> The term developmental coursework refers to non-credit courses designed to instruct students on material that is pre-requisite to entry-level, credit-bearing courses.



### College Readiness and College Content-Readiness.

Smarter Balanced recognizes that college readiness encompasses a wide array of knowledge, skills, and dispositions, only some of which will be measured by the Smarter Balanced assessments. As a result, Smarter Balanced narrowed the focus of its “college readiness” definition to “content-readiness” in the core areas of ELA/literacy and mathematics.

**Intended Audience.** This document is not designed as a communications vehicle for students and parents. Smarter Balanced will continue outreach to higher education (including officials who specialize in student/parent communications such as admission officers and academic advisors) as Reporting ALDs are developed and student score reports are designed. Further, while there will be elements of student/parent communications that are common across the Consortium, the flexibility built into the College Content-readiness Policy will require that each state customize communications based on the policy choices made.

### College Content-Readiness Definition

|   |  |
|---|--|
| English Language Arts/Literacy <sup>3</sup> | Students who perform at the College Content-Ready level in English language arts/literacy demonstrate reading, writing, listening, and research skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing English and composition courses.        |
| Mathematics                                 | Students who perform at the College Content-Ready level in mathematics demonstrate foundational mathematical knowledge and quantitative reasoning skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject-area knowledge and skills associated with readiness for entry-level, transferable, credit-bearing mathematics and statistics courses. . |

<sup>3</sup> Speaking is an element of the CCSS in English language arts/literacy, but practical and technological constraints do not allow for the assessment of speaking skills on the Smarter Balanced summative assessment. Therefore, at this time the College Content-readiness Policy does not include speaking.

## Policy Framework for Grade 11 Achievement Levels

| Level | Policy ALD  | Description   | Implications for Grade 12   | Implications for High School Graduates who Immediately Enter Higher Education  |
|-------|---|---|---|--|
| 4     | Student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student is exempt from developmental course work. (K-12 and higher education officials <u>may</u> jointly set Grade 12 requirements to maintain the exemption.) | <p>Within each state, students may be required to satisfactorily complete Grade 12 English and/or mathematics courses to retain the exemption from developmental course work (higher education and K-12 officials <u>may</u> jointly determine appropriate courses and performance standards).</p> <p>Students are encouraged to take appropriate advanced credit courses leading to college credit while still in high school.</p> | Colleges may evaluate additional data (courses completed, grades, placement test scores, writing samples, etc.) to determine appropriate course placement at or above the initial credit-bearing level.  |
| 3     | Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student is conditionally exempt from developmental course work, <i>contingent on evidence of sufficient continued learning in Grade 12.</i>                     | <p>Within each state, higher education and K-12 officials <u>may</u> jointly determine appropriate evidence of sufficient continued learning (such as courses completed, test scores, grades or portfolios).</p> <p>Students are encouraged to take additional 4th year courses as well as appropriate advanced credit courses leading to college credit while in high school.</p>  | <p>For students who demonstrate evidence of sufficient continued learning in Grade 12, colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine appropriate course placement at or above the initial credit-bearing level.</p> <p>For students who fail to demonstrate evidence of sufficient continued learning in Grade 12, colleges also may evaluate the same types of additional data to determine placement in developmental or credit-bearing courses.</p> |

| Level | Policy ALD   | Description   | Implications for Grade 12  | Implications for High School Graduates who Immediately Enter Higher Education   |
|-------|--|---|--|---|
| 2     | Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student needs support to meet college content-readiness standard.             | States/districts/colleges may implement Grade 12 transition courses or other programs for these students. States also may choose to retest these students near the conclusion of Grade 12 (scoring will occur within two weeks, allowing opportunity for colleges to use scores the following fall). | Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses. |
| 1     | Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content-readiness. | Student needs substantial support to meet college content-readiness standard. | States/districts/colleges may offer supplemental programs for these students. States also may choose to retest these students near the conclusion of Grade 12.   | Colleges may evaluate additional data (courses completed, grades, portfolios, placement test scores, etc.) to determine placement in developmental or credit-bearing courses. |

### Further Stipulations to the College Content-readiness Policy

- Establishment of “Cut Scores” Aligned to the Achievement Level Descriptors and College Content-readiness Policy.** In the summer of 2014, after pilot and field tests have been completed, K-12 and higher education representatives across the Consortium will jointly determine recommended cut-scores for each achievement level on the Grade 11 assessments in math and English language arts through a structured standard-setting process. Those recommended cut scores will then be subject to a vote of the Smarter Balanced Governing States. As is the case with regard to approval of the Initial Achievement Level Descriptors and College Content-readiness policy, this vote will require that K-12 and higher education representatives agree on a shared state position.
- Updates and Revisions to the College Content-Readiness Policy.** This document is subject to revision as student performance data are collected through the pilot and field tests, as validation studies are conducted and as cut scores are established through the standard-setting process. Further, as data are collected and analyzed as a result of operational testing and use of the Smarter Balanced assessment by colleges and universities, the Consortium may choose to revisit and revise this policy.
- Multiple Measures of Content-Readiness.** Smarter Balanced recognizes the limits of relying on a single test score for making high-stakes decisions and fully supports the use of multiple

measures to determine student course placement. As a result, the policy framework encompasses the evaluation of evidence of Grade 12 learning to determine whether an exemption from developmental course work is warranted for all but the highest-performing students and the use of additional data drawn from placement tests or other sources to determine appropriate course placement in higher education. Furthermore, while this policy is focused on the Smarter Balanced assessment, within states, K–12 and higher education may establish policies that provide rigorous alternate means for students to demonstrate readiness for credit-bearing courses (grades or portfolios, other assessment scores, etc.).

- **Grade 12 Expectations.** Because even the strongest performing students’ skills can erode if they do not take challenging math and English courses in Grade 12, the Content-readiness Policy provides states the option of requiring that students who have earned an exemption from developmental course work satisfactorily complete a prescribed course in Grade 12 in order to retain their exemption. At Level 3, students must provide evidence of continued learning in order to earn an exemption from developmental course work. State K–12 and higher education officials may jointly determine the necessary conditions for meeting these requirements.
- **Support for Emerging Approaches to Developmental Education.** A growing movement in higher education encourages liberal placement of students into credit-bearing courses with co-requisite supports to compensate for any knowledge or skill deficits. To clearly communicate high expectations and incentivize schools, teachers, and students, the Content-readiness Policy asks colleges to guarantee students with strong performance that they are exempt from developmental mathematics and English courses. However, it does not preclude colleges from ultimately placing any student into credit-bearing courses; this decision is left to the discretion of individual colleges and universities or college and university systems.
- **Mathematics Requirements for Advanced Courses.** The CCSS in mathematics were designed to prepare all students for entry-level college mathematics and statistics courses that typically require Algebra II or its equivalent as a prerequisite. The CCSS also include a set of standards for additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. These standards are typically referred to as the “Plus Standards” because they are designated by a plus symbol (+) in the standards document. Because the Smarter Balanced Summative Assessment only assesses knowledge and skills required of all students, it does not include items and tasks aligned to the Plus Standards. The College Content-readiness Policy assumes that colleges will need to assess additional evidence (grades, placement test scores, admission test scores, etc.) for students seeking to enter more advanced mathematics courses.
- **College Content-Readiness and Admission.** The College Content-readiness Policy operates within the context of existing institutional admission policies; open-admission institutions will serve many students who do not meet the college content-readiness performance benchmark, and selective institutions may not admit students who score at Level 3 or 4 on the assessment, just as they now may not admit students with high college admission test scores or strong grade point averages. In addition, student course-taking decisions in high

school will continue to be influenced by the admission requirements of colleges and universities. For example, students at Level 4 who plan to seek admission to selective institutions will make course choices for Grade 12 that comply with the requirements of those institutions. By identifying students who are either on track or ready for credit-bearing courses, high schools may be better able to advise students on college options and Grade 12 courses. Finally, at their discretion, institutions may choose to include Smarter Balanced scores among the information they consider as they make admission decisions; however, the Smarter Balanced Assessment was not designed for that purpose.

- **Score Expiration.** Consistent with the policy framework, Smarter Balanced recommends that scores only be considered valid for students who matriculate directly from high school to college.
- **Support for Students at Levels 1 and 2.** States and districts will make decisions about support for these students, and may draw from an array of existing resources. There are a number of projects underway (Southern Regional Education Board project on Transition Courses, Carnegie Foundation Quantway/Statway project, etc.) that offer model courses and other types of interventions that schools and colleges can implement to assist students in addressing academic deficiencies before leaving high school. States may choose to adopt and customize existing resources or build their own.

## Next Steps

- **Validation.** It will be important to validate the adopted cut scores through an array of studies, including longitudinal studies of students who complete the Smarter Balanced assessments in Grade 11 and subsequently enter higher education as well as studies that allow colleges and universities to compare student performance on the Smarter Balanced assessment to known measures (existing admission and placement tests). As Smarter Balanced develops and implements its comprehensive validity research agenda, the Consortium welcomes input on the best approach and criterion for testing this important element of validity.
- **Institutional Participation.** In recognition that colleges will need to consider the performance standards set in Summer 2014, after the field test and standard setting process are complete, colleges will be asked to commit to implementing the College Content-readiness Policy beginning in January 2015. This timing will allow students who take the Grade 11 summative assessment in Spring 2015 to know which colleges have agreed to use their scores as evidence of readiness for credit-bearing courses, as described in the College Content-readiness Policy. Smarter Balanced will assist colleges in making this determination by providing information on how Smarter Balanced scores compare to scores on commonly used admission and placement assessments as well as sharing results from its validation studies.

Smarter Balanced recognizes that some colleges that have an expressed interest in participating will need additional time to study student performance data before determining the appropriateness of implementing the College Content-readiness Policy given the institution's particular mission, curriculum, and student population. In addition to the information that Smarter Balanced will provide, state education agencies also may assist

these colleges by arranging for access to needed student data (consistent with state policies on privacy and data sharing). After this study and review period, colleges and universities would decide whether to begin implementing the College Content-readiness Policy. As colleges complete their study and review and make the decision to implement the College Content-readiness Policy, this information will be shared with high schools, students and parents.

- **Career Readiness.** The Smarter Balanced overall claim asserts that a student can demonstrate career readiness in addition to college readiness. Smarter Balanced is committed to providing evidence of student readiness for the array of postsecondary options, as specified by the CCSS. Smarter Balanced is working with experts in career readiness to determine how the assessment can best advise students on their readiness for postsecondary career pursuits. Further information will be made available once it is ready for public review and comment.

### Policy ALDs

For both ELA/literacy and mathematics, Smarter Balanced has an overall claim for Grades 3–8 and an overall claim for Grade 11. In addition, there are four specific content claims in each of the two main content areas (ELA/literacy and mathematics). Through these claims, Smarter Balanced has made an assertion about the desired performance of students.

Figure 2 provides a graphic representation of the relationship of the claims to the content categories, assessment targets, and the related standards in the CCSS. Each of these components was important to creating the ALDs. There are policy ALDs associated with both the overall claims and the specific content claims. For the sake of clarity, the ALDs associated with the overall claims will be called “policy ALDs” and the ALDs associated with the specific content claims will be called “Content ALDs.”

**Policy ALDs.** The overall claim was delineated into the following four levels (with the defining phrases<sup>4</sup> bolded):

- The Level 4 student demonstrates **thorough understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 3 student demonstrates **adequate understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 2 student demonstrates **partial understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.
- The Level 1 student demonstrates **minimal understanding of and ability to apply** the English language arts and literacy (mathematics) knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.

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<sup>4</sup> Defining phrases provide context for the expectations of the student in each achievement level.

**Content ALDs.** The specific content claims were delineated into the four achievement levels. According to the current blueprint for the assessment (dated November 2012), students will receive a sub-score for each of the specific content claims, with one exception: in mathematics, because of the close relationship between problem solving and modeling, content claims 2 and 4 will be combined for reporting purposes. Table 4 lists the specific content claims for ELA/literacy followed by the Content ALD for each claim. Table 5 lists the same information for mathematics.

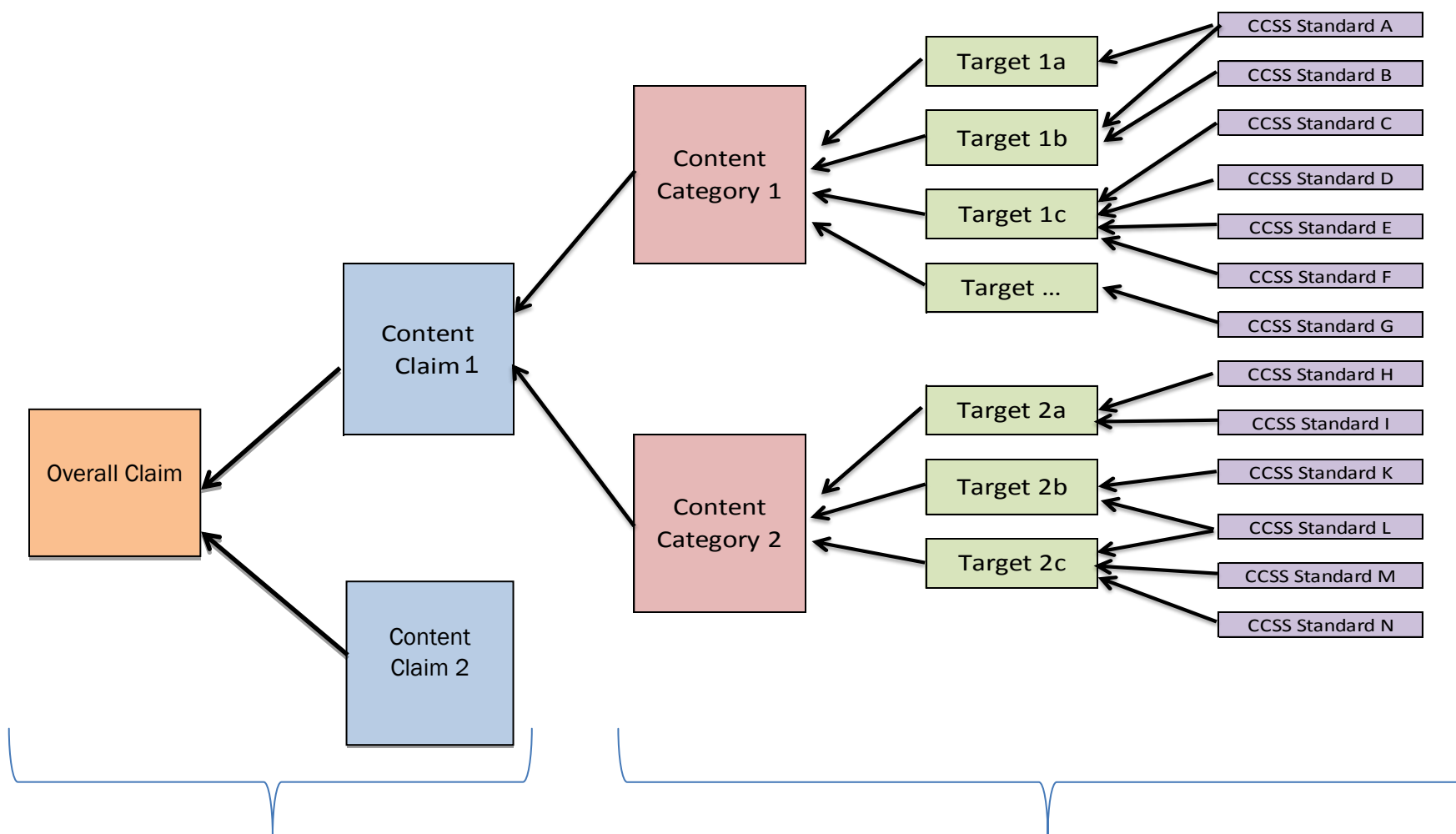
**Table 4. Specific Content Claims and Content ALDs for ELA/Literacy**

| <b>Content Claim</b>  | <b>Content ALD Level 1</b>  | <b>Content ALD Level 2</b>   | <b>Content ALD Level 3</b>  | <b>Content ALD Level 4</b>  |
|---|---|--|---|---|
| <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b> | The Level 1 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking. | The Level 2 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence that demonstrates critical thinking. | The Level 3 student demonstrates adequate ability to read closely and analytically to comprehend a range of literary and informational texts of moderate-to-high complexity and to use textual evidence to demonstrate critical thinking. | The Level 4 student demonstrates thorough ability to read closely and analytically to comprehend a range of literary and informational texts of unusually high complexity and to use textual evidence effectively to demonstrate complex critical thinking. |
| <b>Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>                            | The Level 1 student demonstrates minimal ability to produce writing for a range of purposes and audiences.  | The Level 2 student demonstrates partial ability to produce writing for a range of purposes and audiences.   | The Level 3 student demonstrates adequate ability to produce effective and well-grounded writing for a range of purposes and audiences.   | The Level 4 student demonstrates thorough ability to produce compelling, well-supported writing for a diverse range of purposes and audiences.  |
| <b>Students can employ effective speaking and listening skills for a range of purposes and audiences.</b>                         | The Level 1 student demonstrates minimal competency in employing listening skills.  | The Level 2 student demonstrates partial ability to employ listening skills for a range of purposes with competency.   | The Level 3 student demonstrates adequate ability to employ listening skills for a range of purposes with competency.   | The Level 4 student demonstrates thorough ability to employ listening skills for a range of purposes with competency.   |
| <b>Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.</b>     | The Level 1 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic.  | The Level 2 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information.  | The Level 3 student demonstrates adequate ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information.   | The Level 4 student demonstrates a thorough ability to use research/inquiry methods as a way to engage with a topic and then analyze, integrate, and present information in a persuasive and sustained exploration of a topic.                              |



**Table 5. Specific Content Claims and Content ALDs for Mathematics**

| <b>Content Claim</b>  | <b>Content ALD Level 1</b>   | <b>Content ALD Level 2</b>  | <b>Content ALD Level 3</b>   | <b>Content ALD Level 4</b>  |
|---|--|---|--|---|
| <b>Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</b>   | The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.                             | The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.                                   | The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.   | The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.  |
| <b>Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</b> | The Level 1 student can make sense of and solve simple and familiar well-posed problems in pure and applied mathematics with a high degree of scaffolding, making minimal use of basic problem-solving strategies and given tools. | The Level 2 student can make sense of and solve familiar well-posed problems in pure and applied mathematics with a moderate degree of scaffolding, making partial use of knowledge, basic problem-solving strategies, and tools. | The Level 3 student can make sense of and persevere in solving a range of unfamiliar well-posed problems in pure and applied mathematics with a limited degree of scaffolding, making adequate use of knowledge and appropriate problem-solving strategies and strategic use of appropriate tools. | The Level 4 student can make sense of and persevere in solving a range of complex and unfamiliar well-posed problems in pure and applied mathematics with no scaffolding, making thorough use of knowledge and problem-solving strategies and strategic use of appropriate tools. |
| <b>Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</b>                          | The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.   | The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.                                 | The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.  | The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.  |
| <b>Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</b>                              | The Level 1 student can identify familiar real-world scenarios for analysis and can use simple mathematical models and given tools to solve basic problems.  | The Level 2 student can reason quantitatively to analyze familiar real-world scenarios and can use mathematical models and given tools to partially interpret and solve basic problems.   | The Level 3 student can reason abstractly and quantitatively to analyze complex, real-world scenarios and to construct and use mathematical models and appropriate tools strategically to adequately interpret and solve problems.   | The Level 4 student can reason abstractly and quantitatively to analyze unfamiliar complex, real-world scenarios, to construct and use complex mathematical models and appropriate tools strategically to thoroughly interpret and solve problems, and to synthesize results.     |



Used to create policy and Content ALDs

Used to create range and threshold ALDs

**Figure 2. Relationship among Content Claims, Content Categories, Assessment Targets, and Standards**

## **Range and Threshold ALDs**

Range ALDs have been created for each assessment target and threshold ALDs for each content category associated with the specific content claims. To create the original draft ALDs, the panelists worked from an abbreviated version of the Smarter Balanced Content Specifications in which the assessment targets were laid out side by side with the related standards from the CCSS. First, the panelists delineated range ALDs for the four achievement levels using both the Smarter Balanced Content Specifications and the CCSS. This method ensured a high level of fidelity to the standards. Once the range ALDs were drafted, the panelists created threshold ALDs by identifying the knowledge, skills, and processes within each range ALD that would be necessary to enter the achievement level.

## **Presentation of ALDs**

Table 6 shows generic versions of the policy, range, and threshold ALDs as they appear in the following ALD matrices for ELA/Literacy, and Table 7 shows the same information for mathematics. The ALDs are presented in matrices to emphasize the way in which all types of ALDs work together to create a comprehensive final product. There are separate matrices for ELA/literacy and mathematics at each grade level.

### **English Language Arts/Literacy ALDs**

Within each matrix, the policy ALDs for the overall claim are shown on the top row (in blue). The second row displays policy ALDs for one of the four specific content claims. Under the policy ALDs, the range ALDs for each specific content claim are clustered by content category (in red). The range ALDs are presented for each assessment target within a given content category (in green). At the end of each content category, the threshold ALDs are presented. The threshold ALDs are presented at the level of the content category, while the range ALDs are presented at the level of the assessment target. The rows then repeat for each set of content categories under each specific content claim.

Table 6. Example of Policy, Range, and Threshold ALD Matrix for ELA/Literacy

| Title: ELA/Literacy, Grade Level   |  |  |   |  |
|--|--|--|---|--|
| Overall Claim<br>(e.g., Grade 11<br>ELA/literacy)                                    | Policy ALD for<br>Level 1  | Policy ALD for<br>Level 2  | Policy ALD for<br>Level 3   | Policy ALD for<br>Level 4  |
| Specific Content Claim 1<br>(e.g., “Reading”)  | Content ALD<br>Level 1 based on<br>Claim 1   | Content ALD<br>Level 2 based on<br>Claim 1   | Content ALD<br>Level 3 based<br>on Claim 1  | Content ALD<br>Level 4 based<br>on Claim 1   |
| Content Category 1 for Specific Content Claim 1<br>(e.g., “Reading: Literary Texts”) |  |  |   |  |
| RANGE ALD for<br>Assessment Target 1<br>(e.g., “Key Details”)                        | Range ALD for<br>Level 1 based on<br>Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 2 based on<br>Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 3 based<br>on Assessment<br>Target 1 and<br>CCSS<br>standards that<br>underlie Target<br>1 | Range ALD for<br>Level 4 based<br>on<br>Assessment<br>Target 1 and<br>CCSS<br>standards<br>that underlie<br>Target 1 |
| Assessment Target 2<br>(e.g., “Central Ideas”)                                       | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...  | Range ALD for<br>Level 4 ...   |
| ⋮  | ⋮  | ⋮  | ⋮   | ⋮  |
| Threshold ALD for the<br>Content Category  |  | Threshold ALD<br>for Level 2<br>student derived<br>from range ALDs<br>for Content<br>Category 1                | Threshold ALD<br>for Level 3<br>student<br>derived from<br>range ALDs for<br>Content<br>Category 1                | Threshold ALD<br>for Level 4<br>student<br>derived from<br>range ALDs<br>for Content<br>Category 1                   |
| Content Category 2 for Specific Content Claim 1<br>(e.g., “Informational Text”)      |  |  |   |  |
| RANGE ALD for<br>Assessment Target 1   | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...  | Range ALD for<br>Level 4 ...   |

## Mathematics

Within each matrix, the policy ALDs for the overall claim are shown on the top row (in blue). The second row displays policy ALDs for one of the four specific content claims. Under the policy ALDs, the range ALDs for each specific content claim are clustered by content category (in red). For mathematics, the content categories are either Domain #1 or Domain #2, which represents the major or supporting targets, respectively, as indicated by the Smarter Balanced Summative Blueprint and the Smarter Balanced Content Specifications. The range ALDs are presented for each assessment target within a given content category (in green), and they are further divided according to their CCSS domain. At the end of each CCSS domain, the threshold ALDs are presented. The threshold ALDs are presented at the level of the domain, while the range ALDs are presented at the

level of the assessment target. The rows then repeat for each set of content categories under each specific domain.

**Table 7. Example of Policy, Range, and Threshold ALD Matrix for Mathematics**

| Title: Mathematics, Grade Level                               |  |  |  |  |
|---|--|--|--|--|
| Overall Claim<br>(e.g., Grade 11<br>Mathematics)              | Policy ALD for<br>Level 1  | Policy ALD for<br>Level 2  | Policy ALD for<br>Level 3  | Policy ALD<br>for Level 4  |
| Specific Content Claim 1<br>(e.g., “Explain and Apply”)       | Content ALD<br>Level 1 based on<br>Claim 1   | Content ALD<br>Level 2 based<br>on Claim 1   | Content ALD<br>Level 3 based<br>on Claim 1   | Content ALD<br>Level 4<br>based on<br>Claim 1  |
| Content Category: Domain #1                                   |  |  |  |  |
| Expressions and Equations                                     |  |  |  |  |
| RANGE ALD for<br>Assessment Target 1<br>(e.g., “Key Details”) | Range ALD for<br>Level 1 based on<br>Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 2 based<br>on Assessment<br>Target 1 and<br>CCSS standards<br>that underlie<br>Target 1 | Range ALD for<br>Level 3 based<br>on Assessment<br>Target 1 and<br>CCSS<br>standards that<br>underlie Target<br>1<br>. | Range ALD<br>for Level 4<br>based on<br>Assessment<br>Target 1 and<br>CCSS<br>standards<br>that underlie<br>Target 1 |
| Assessment Target 2<br>(e.g., “Central Ideas”)                | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...   | Range ALD<br>for Level 4 ...   |
| ⋮   | ⋮  | ⋮  | ⋮  | ⋮  |
| Threshold ALD for all<br>Assessment Targets within<br>Domain  |  | Threshold ALD<br>for Level 2<br>student derived<br>from range ALDs<br>for Content<br>Category 1                | Threshold ALD<br>for Level 3<br>student<br>derived from<br>range ALDs for<br>Content<br>Category 1                     | Threshold<br>ALD for Level<br>4 student<br>derived from<br>range ALDs<br>for Content<br>Category 1                   |
| Functions   |  |  |  |  |
| RANGE ALD for<br>Assessment Target 3                          | Range ALD for<br>Level 1 ...   | Range ALD for<br>Level 2 ...   | Range ALD for<br>Level 3 ...   | Range ALD<br>for Level 4 ...   |

## Next Steps

The purpose of the ALD-writing workshop was to create drafts of the policy, range, and threshold ALDs and to finalize the draft college content-readiness definition and policy framework that would be reviewed and revised by a wider audience from the Smarter Balanced member states. The first public review provided an opportunity for a wide array of constituents to provide feedback to Smarter Balanced. The second review provided a final opportunity for member-state constituents to provide feedback. The next step is review by the Smarter Balanced Executive Team and the vote by the Governing States in mid-March to approve the initial ALDs and College Content-readiness Policy.

The following Achievement Level Descriptors were approved by state vote on March 20<sup>th</sup> 2013 and will inform Smarter Balanced in their ongoing development activities.

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| <b>OVERALL CLAIM:</b> Students can demonstrate progress toward college and career readiness in mathematics.                            | <b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. | <b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   | <b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.  | <b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| <b>CLAIM 1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. | <b>CONTENT ALD:</b> The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.         | <b>CONTENT ALD:</b> The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.  | <b>CONTENT ALD:</b> The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.   | <b>CONTENT ALD:</b> The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.                  |
| <b>Concepts and Procedures: Domain #1</b>  |  |  |  |   |
| <b>Operations and Algebraic Thinking</b>   |  |  |  |   |
| <b>RANGE ALD</b><br><b>Target A:</b> Represent and solve problems involving multiplication and division.                               | Level 1 students should be able to represent multiplication and division problems within 100 involving equal groups of objects.  | Level 2 students should be able to use multiplication and division within 100 to solve one-step problems using arrays, to interpret the meaning of multiplication of two whole numbers, and to determine the unknown number in a multiplication equation relating three whole numbers. | Level 3 students should be able to select the appropriate operation (multiplication or division) within 100 to solve one-step problems involving measurement quantities of single-digit whole numbers and determine the unknown number in a division equation relating three whole numbers. They should be able to interpret the meaning of whole number quotients of whole numbers. | Level 4 students should be able to use multiplication and division within 100 to solve one-step problems involving measurement quantities.  |
| <b>RANGE ALD</b><br><b>Target B:</b> Understand properties of multiplication and the relationship between multiplication and division. |  | Level 2 students should be able to apply the commutative property of multiplication to mathematical problems with one-digit factors.   | Level 3 students should be able to apply the commutative and associative properties of multiplication and the distributive property within 100. They should be able to understand the relationship between multiplication and division when solving an unknown factor problem.   | Level 4 students should be able to communicate a deep understanding of the commutative and associative properties of multiplication and the relationship between multiplication and division.                                       |
| <b>RANGE ALD</b><br><b>Target C:</b> Multiply and divide within 100.   | Level 1 students should be able to multiply a one-digit number by 1, 2, and 5.   | Level 2 students should be able to recall from memory all products of two one-digit numbers.   | Level 3 students should be able to apply relevant strategies to fluently multiply and divide within 100 and recognize division as an unknown factor problem.   | Level 4 students should be able to use relevant procedures to multiply or divide in a wide range of contexts.   |
| <b>RANGE ALD</b><br><b>Target D:</b> Solve problems involving the four operations and identify and explain patterns in arithmetic.     | Level 1 students should be able to represent and solve one-step problems using addition and subtraction within 100 and multiplication and division within the 10 by 10 multiplication table.                                       | Level 2 students should be able to solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000; assess the reasonableness of an answer; and identify patterns in the addition table.  | Level 3 students should be able to solve two-step problems using multiplication and division within the 10 by 10 multiplication table. They should be able to represent the problem using equations with a letter or symbol to represent an unknown quantity. They should also be able to explain patterns in the multiplication table.  | Level 4 students should be able to use the properties of operations to explain arithmetic patterns (including patterns in the addition and multiplication tables).  |

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| <b>THRESHOLD ALD</b><br><b>Operations and Algebraic Thinking Targets A, B, C, and D</b>   |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Use multiplication and division within 100 to solve one-step mathematical problems involving arrays.</li> <li>• Determine the unknown number in a multiplication equation relating three whole numbers.</li> <li>• Apply the Commutative property of multiplication to mathematical problems with one-digit factors.</li> <li>• Recall from memory all products of two one-digit numbers.</li> <li>• Solve one- and two-step problems using all four operations with one- and two-digit numbers.</li> <li>• Identify patterns in the addition table.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Select the appropriate operation to solve one-step problems involving equal groups and arrays.</li> <li>• Use the properties of operations to multiply within the 10 by 10 multiplication table.</li> <li>• Fluently multiply within 100.</li> <li>• Solve two-step problems using addition and subtraction with numbers larger than 100 and solutions within 1,000.</li> </ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Use multiplication and division within 100 to solve one-step problems involving measurement quantities of two- or three-digit whole numbers.</li> <li>• Apply strategies in multiplication.</li> <li>• Use relevant ideas or procedures to multiply.</li> <li>• Explain arithmetic patterns.</li> </ul> |
| <b>Number and Operations – Fractions</b>  |   |  |  |  |
| <b>RANGE ALD</b><br><b>Target F:</b> Develop understanding of fractions as numbers.   | Level 1 students should be able to identify a fraction as a number and identify a fraction on a number line when the increments are equal to the denominator.                   | Level 2 students should be able to understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; recognize simple equivalent fractions; express whole numbers as fractions; and recognize that comparisons are valid only when the two fractions refer to the same whole.   | Level 3 students should be able to understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ ; represent a fraction on a number line with partitioning; generate simple equivalent fractions and recognize when they are equal to whole numbers; and compare two fractions with the same numerator or the same denominator by reasoning about their size.  | Level 4 students should be able to explain why two fractions are equivalent and approximate the location of a fraction on a number line with no partitioning.  |
| <b>THRESHOLD ALD</b><br><b>Number and Operations – Fractions Target F</b>   |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Identify a fraction on a number line.</li> </ul>  | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Represent a fraction on a number line with partitioning.</li> </ul>   | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Represent a fraction approximately on a number line with no partitioning.</li> </ul>  |
| <b>Measurement and Data</b>   |   |  |  |  |
| <b>RANGE ALD</b><br><b>Target G:</b> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. | Level 1 students should be able to tell and write time to the nearest five-minute interval and solve addition and subtraction problems involving fifteen-minute time intervals. | Level 2 students should be able to tell and write time to the nearest minute and solve one-step addition problems involving five-minute time intervals. They should be able to measure liquid volumes using liters and masses of objects using grams and kilograms and add or subtract to solve one-step word problems involving masses or liquid volumes that are given in the same units.  | Level 3 students should be able to solve one-step addition and subtraction problems involving time intervals in minutes. They should be able to multiply or divide to solve one-step problems involving masses or volumes that are given in the same units.  | Level 4 students should be able to solve one-step addition or subtraction problems involving all time intervals from hours to minutes.   |
| <b>RANGE ALD</b><br><b>Target I:</b> Geometric measurement: understand the concepts of area and relate area to multiplication and to addition.        | Level 1 students should be able to recognize area as an attribute of plane figures and recognize that a square with side lengths of one unit is called a unit square.           | Level 2 students should be able to find the area of a rectilinear figure by counting unit squares.   | Level 3 students should be able to find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.   | Level 4 students should be able to find the area of a rectilinear figure in a word problem.  |
| <b>THRESHOLD ALD</b><br><b>Measurement and Data Targets G and I</b>   |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>• Tell and write time to the nearest minute and measure liquid volumes and masses of objects using metric units of liters, grams, and kilograms.</li> <li>• Count unit squares to find the area of rectilinear figures.</li> </ul>  | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>• Estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.</li> <li>• Find the area of a rectilinear figure by multiplying side lengths and by decomposing a rectilinear figure into non-overlapping rectangles and adding them together.</li> </ul>   | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>• Solve one-step addition problems involving all time intervals from hours to minutes.</li> <li>• Find the area of a rectilinear figure in a word problem.</li> </ul>   |



| Concepts and Procedures: Domain #2   |   |   |   |  |
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| Number and Operations – Base Ten   |   |   |   |  |
| <b>RANGE ALD</b><br><b>Target E:</b> Use place value understanding and properties of arithmetic to perform multi-digit arithmetic.                                 | Level 1 students should be able to add and subtract within 100, using strategies and algorithms based on place value understanding. They should be able to round two-digit whole numbers to the nearest 10.   | Level 2 students should be able to add and subtract within 1,000, using strategies and algorithms based on the relationship between addition and subtraction. They should be able to round whole numbers to the nearest 100 and multiply one-digit whole numbers by multiples of 10 in the range of 10–90.  | Level 3 students should be able to fluently add and subtract within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.   | Level 4 students should be able to use multiple strategies to fluently add and subtract within 1,000.  |
| <b>THRESHOLD ALD</b><br><b>Number and Operations – Base Ten Target E</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Round whole numbers to the nearest 10 or 100.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Fluently add within 1,000, using strategies or algorithms based on place value understanding, properties of arithmetic, and/or the relationship between addition and subtraction.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Use multiple strategies to fluently add within 1,000.</li> </ul> |
| Measurement and Data   |   |   |   |  |
| <b>RANGE ALD</b><br><b>Target H:</b> Represent and interpret data.   | Level 1 students should be able to draw a picture graph and a bar graph to represent a data set with up to four categories; generate measurement data by measuring length using rulers marked with one-inch intervals; and create a line plot to represent a data set where the horizontal scale is marked in whole unit intervals. | Level 2 students should be able to solve one-step "how many more?" and "how many less?" problems using information presented in picture and bar graphs; generate measurement data by measuring lengths using rulers marked with half-inch intervals; and represent measurement data on a line plot with a horizontal scale marked in half-unit intervals. | Level 3 students should be able to draw a scaled picture graph and a scaled bar graph to represent a data set; solve two-step "how many more?" and "how many less?" problems using information presented in a scaled bar graph; generate measurement data by measuring length using rulers marked with quarter-inch intervals; and create a line plot with a horizontal scale marked in quarter-unit intervals. |  |
| <b>RANGE ALD</b><br><b>Target J:</b> Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | Level 1 students should be able to find the perimeter of polygons when given all side lengths in problems.  | Level 2 students should be able to solve for an unknown side length of a polygon when given the perimeter in problems.  | Level 3 students should be able to identify rectangles with the same perimeter and different areas or with the same area and different perimeters.  |  |
| <b>THRESHOLD ALD</b><br><b>Measurement and Data Targets H and J</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Generate measurement data by measuring lengths using rulers marked with half-inch intervals.</li> <li>Solve mathematical problems involving perimeters of polygons, including finding an unknown side length given the perimeter.</li> </ul>                | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Generate measurement data by measuring length using rulers marked with quarter-inch intervals and represent the data on a line plot marked with quarter-inch intervals.</li> <li>Solve word problems involving perimeters of polygons.</li> </ul>   |  |

| Geometry  |  |   |  |  |
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| <b>RANGE ALD</b><br><b>Target K:</b> Reason with shapes and their attributes. | Level 1 students should be able to recognize rhombuses, rectangles, and squares. | Level 2 students should be able to reason with the attributes of quadrilaterals to recognize rhombuses, rectangles, and squares as examples of quadrilaterals and reason with shapes to partition them into parts with equal areas. | Level 3 students should be able to draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes; partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole; and understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. |  |
| <b>THRESHOLD ALD</b><br><b>Geometry Target K</b>                              |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Partition shapes into parts with equal areas.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Draw examples of quadrilaterals that do not belong to given subcategories by reasoning about their attributes.</li> </ul>  |  |

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| <b>CLAIM 1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. | <b>CONTENT ALD:</b> The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.   | <b>CONTENT ALD:</b> The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.   | <b>CONTENT ALD:</b> The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.  | <b>CONTENT ALD:</b> The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.                  |
| <b>Concepts and Procedures: Domain #1</b>  |  |   |   |   |
| <b>Operations and Algebraic Thinking</b>   |  |   |   |   |
| <b>RANGE ALD</b><br><b>Target A:</b> Use the four operations with whole numbers to solve problems.                                     | Level 1 students should be able to use the four operations (add, subtract, multiply, and divide) to solve one-step problems involving equal groups and arrays.   | Level 2 students should be able to use the four operations to solve one-step problems involving an unknown number. They should be able to realize that it is appropriate to multiply or divide in order to solve familiar multiplicative comparison problems.   | Level 3 students should be able to use the four operations (add, subtract, multiply, and divide) to solve one-step problems involving equal groups and arrays, including problems where the remainder must be interpreted. They should be able to find an unknown number and represent problems using equations with a symbol representing the unknown quantity.  | Level 4 students should be able to assess the reasonableness of answers using mental computation and estimation strategies, including rounding.   |
| <b>THRESHOLD ALD</b><br><b>Operations and Algebraic Thinking Target A</b>  |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Add and subtract to solve one-step problems involving an unknown number.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Multiply and divide to solve one-step problems involving equal groups or arrays.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.</li> </ul>               |
| <b>Number and Operations – Base Ten</b>  |  |   |   |   |
| <b>RANGE ALD</b><br><b>Target D:</b> Generalize place value understanding for multi-digit whole numbers.                               | Level 1 students should be able to read and write multi-digit whole numbers less than or equal to 1,000 using base-ten numerals, number names, and expanded form; compare multi-digit numbers up to 1,000 using <, >, and =; and round multi-digit whole numbers up to 1,000 to any place. | Level 2 students should look for and use repeated reasoning to generalize place value understanding to be able to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals, number names, and expanded form; compare multi-digit numbers up to 100,000 using <, >, and =; and round multi-digit whole numbers up to 100,000 to any place. | Level 3 students should look for and use repeated reasoning to generalize place value understanding to be able to read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form; compare multi-digit numbers up to 1,000,000 using <, >, and =; round multi-digit whole numbers up to 1,000,000 to any place; and recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. | .   |

GRADE 4

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| <b>RANGE ALD</b><br><b>Target E:</b> Use place value understanding and properties of operations to perform multi-digit arithmetic.                         | Level 1 students should be able to add and subtract one- and two-digit whole numbers using strategies based on place value; multiply two one-digit whole numbers based on place value and properties of operations; and find whole-number quotients with no remainders with up to two-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. | Level 2 students should be able to use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm; multiply whole numbers up to and including four digits by one digit based on place value and properties of operations; find whole-number quotients and remainders with up to two-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; and illustrate multiplication and division by using equations, arrays, and/or area models. | Level 3 students should be able to fluently add and subtract multi-digit whole numbers using the standard algorithm; multiply whole numbers including two digits by two digits based on place value and properties of operations; find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value understanding, the properties of operations, and/or the relationship between multiplication and division; and explain multiplication and division using equations, arrays, and/or area models. |  |
| <b>THRESHOLD ALD</b><br><b>Number and Operations – Base Ten Targets D and E</b>  |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Look for and use repeated reasoning to generalize place value understanding in order to read and write multi-digit whole numbers less than or equal to 100,000 using base-ten numerals and number names.</li> <li>Use place value understanding to add and subtract two- and three-digit whole numbers using a standard algorithm.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form.</li> <li>Multiply four-digit whole numbers by a one-digit number.</li> </ul>  |  |
| <b>Number and Operations – Fractions</b>   |  |  |  |  |
| <b>RANGE ALD</b><br><b>Target F:</b> Extend understanding of fraction equivalence and ordering.  | Level 1 students should be able to recognize that fraction comparisons are valid only when the two fractions are referring to the same whole.  | Level 2 students should be able to compare two fractions with different numerators and different denominators using $<$ , $>$ , and $=$ by comparing to a benchmark fraction such as $\frac{1}{2}$ and recognize equivalent fractions using visual models.   | Level 3 students should be able to extend understanding to compare two fractions with different numerators and different denominators using $<$ , $>$ , and $=$ by creating common denominators or numerators and recognize and generate equivalent fractions using visual models.   | Level 4 students should be able to extend understanding to compare two fractions with different numerators and different denominators using $<$ , $>$ , and $=$ and justify the conclusions using a visual fraction model. |
| <b>RANGE ALD</b><br><b>Target G:</b> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. | Level 1 students should be able to understand that a fraction $\frac{a}{b}$ with $a > 1$ is the sum of its unit fractional parts by extending previous understandings of addition on whole numbers. They should be able to identify fractions using visual models.   | Level 2 students should be able to understand that a fraction $\frac{a}{b}$ is a multiple of $\frac{1}{b}$ by extending previous understanding of multiplication on whole numbers; solve one-step problems involving addition and subtraction of fractions referring to the same whole with like denominators; and use visual fraction models and/or equations to represent the problem.   | Level 3 students should be able to identify and generate equivalent forms of a fraction including mixed numbers with like denominators and solve one-step problems involving multiplication of a fraction by a whole number.   |  |
| <b>RANGE ALD</b><br><b>Target H:</b> Understand decimal notation for fractions, and compare decimal fractions.   |  | Level 2 students should be able to express a fraction with denominator 10 as an equivalent fraction with denominator 100 and express those fractions as decimals.  | Level 3 students should be able to add two fractions with respective denominators 10 and 100 by first converting to two fractions with like denominators; compare two decimals to the hundredths using $>$ , $<$ , $=$ , or on a number line; and compare decimals by reasoning about their size.  | Level 4 students should be able to compare two decimals to the hundredths using $<$ , $>$ , and $=$ and justify the conclusions by using visual models.  |

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| <b>THRESHOLD ALD</b><br><b>Number and Operations – Fractions Targets F, G, and H</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Recognize equivalent fractions using visual models.</li> <li>Use visual fraction models to represent a problem.</li> <li>Express a fraction with denominator 10 as an equivalent fraction with denominator 100.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Generate equivalent fractions using visual models.</li> <li>Identify and generate equivalent forms of a fraction with like denominators.</li> <li>Add two fractions with respective denominators 10 and 100.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Compare two fractions with different numerators and different denominators using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>Compare two decimals to the hundredths using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> or a number line and justify the conclusions by using visual models.</li> </ul> |
| <b>Concepts and Procedures: Domain #2</b>  |  |  |  |   |
| <b>Operations and Algebraic Thinking</b>   |  |  |  |   |
| <b>RANGE ALD</b><br><b>Target B:</b> Gain familiarity with factors and multiples.  | Level 1 students should be able to recognize that a whole number is a multiple of each of its factors.   | Level 2 students should be able to find factor pairs for whole numbers in the range of 1–100 that are multiples of 2 or 5 and determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number.  | Level 3 students should be able to find all factor pairs for whole numbers in the range of 1–100 and determine whether a given whole number in the range of 1–100 is prime or composite.   |   |
| <b>RANGE ALD</b><br><b>Target C:</b> Generate and analyze patterns.  | Level 1 students should be able to extend a number or shape pattern that follows a given rule.   | Level 2 students should be able to generate a number or shape pattern that follows a given rule.   | Level 3 students should be able to analyze a pattern for apparent features that are not explicit in the rule itself.   |   |
| <b>THRESHOLD ALD</b><br><b>Operations and Algebraic Thinking Targets B and C</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Determine whether a given whole number in the range of 1–100 is a multiple of a given one-digit number.</li> <li>Generate a shape pattern that follows a given rule.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Find factor pairs for whole numbers in the range of 1–100.</li> <li>Identify apparent features of a pattern in a problem with scaffolding.</li> </ul>  |   |
| <b>Measurement and Data</b>  |  |  |  |   |
| <b>RANGE ALD</b><br><b>Target I:</b> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. | Level 1 students should be able to know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; and hr, min, sec. | Level 2 students should be able to express measurements in a larger unit in terms of a smaller unit within a single system of measurement, record measurement equivalents in a two-column table, and apply the perimeter formula to rectangles in mathematical problems.   | Level 3 students should be able to use the four operations to solve problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit; represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale; and apply the area formula to rectangles in mathematical problems. | Level 4 students should be able to apply the perimeter and area formulas to rectangles in word problems.  |
| <b>RANGE ALD</b><br><b>Target J:</b> Represent and interpret data.   | Level 1 students should be able to identify data from a given line plot using whole numbers.   | Level 2 students should be able to use data from a given line plot using fractions $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{1}{8}$ to solve one-step problems.   | Level 3 students should be able to create a line plot to represent a data set using fractions $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{1}{8}$ and interpret data from a line plot to solve problems involving addition and subtraction of fractions with like denominators.  |   |

GRADE 4

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| <b>RANGE ALD</b><br><b>Target K:</b> Geometric measurement: understand concepts of angles and measure angles.                         |  | Level 2 students should be able to recognize whole-number degrees on a protractor and measure angles in whole-number degrees using a protractor.  | Level 3 students should be able to construct angles in whole-number degrees using a protractor, use understanding of angle concepts to decompose a larger angle with two or more smaller angles that have the same sum as the original, and determine an unknown angle measure in a diagram.  | Level 4 students should be able to solve addition and subtraction problems to find unknown angles on a diagram in problems by using an equation with a symbol for the unknown angle measure.  |
| <b>THRESHOLD ALD</b><br><b>Measurement and Data</b><br><b>Targets I, J, and K</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Apply the perimeter formula to rectangles in mathematical problems.</li> <li>• Use data from a given line plot using fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, and <math>\frac{1}{8}</math> to solve one-step problems.</li> <li>• Recognize whole-number degrees on a protractor.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</li> <li>• Interpret data from a line plot to solve problems involving addition of fractions with like denominators by using information presented in line plots.</li> <li>• Construct angles between 0 and 180 degrees in whole-number degrees using a protractor.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Apply the perimeter formula to rectangles in real-world problems.</li> <li>• Solve addition problems to find unknown angles on a diagram in mathematical problems.</li> </ul> |
| <b>Geometry</b>   |  |   |   |   |
| <b>RANGE ALD</b><br><b>Target L:</b> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | Level 1 students should be able to draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; recognize a line of symmetry for a familiar two-dimensional figure; and identify right triangles. | Level 2 students should be able to identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures and recognize all lines of symmetry in unfamiliar two-dimensional figures.   | Level 3 students should be able to draw lines of symmetry for two-dimensional figures, classify two-dimensional figures based on parallel or perpendicular lines or angles of specified lines, and recognize right triangles as a category.   |   |
| <b>THRESHOLD ALD</b><br><b>Geometry Target L</b>  |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Identify points, lines, line segments, and rays.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Draw lines of symmetry for two-dimensional figures.</li> </ul>  |   |

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| <b>OVERALL CLAIM:</b> Students can demonstrate progress toward college and career readiness in mathematics.                            | <b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.  | <b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   | <b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.  | <b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. |
| <b>CLAIM 1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. | <b>CONTENT ALD:</b> The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.  | <b>CONTENT ALD:</b> The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.  | <b>CONTENT ALD:</b> The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.   | <b>CONTENT ALD:</b> The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.                  |
| <b>Concepts and Procedures: Domain #1</b>  |   |  |  |   |
| <b>Number and Operations – Base Ten</b>  |   |  |  |   |
| <b>RANGE ALD</b><br><b>Target C:</b> Understand the place-value system.  | Level 1 students should be able to read and write decimals to the thousandths using base-ten numerals, number names, and expanded form and round decimals to the hundredths.  | Level 2 students should be able to use repeated reasoning to understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. They should be able to explain patterns in numbers of zeros and/or placement of a decimal point when a number is multiplied or divided by 10.                             | Level 3 students should be able to use whole number exponents to denote powers of 10; use repeated reasoning to understand and explain patterns in numbers of zeros and/or placement of a decimal point when a number is multiplied or divided by powers of 10; read, write, and compare two decimals to the thousandths using base-ten numerals, number names, and expanded form, using >, =, and < to record the results of the comparison; and round decimals to any place.   | Level 4 students should be able to combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings.  |
| <b>RANGE ALD</b><br><b>Target D:</b> Perform operations with multi-digit whole numbers and with decimals to the hundredths.            | Level 1 students should be able to multiply one- and two-digit whole numbers and find whole number quotients of whole numbers with up to three-digit dividends and one-digit divisors, using arrays or area models. They should be able to perform the four operations on decimals to the tenths and a whole number, e.g., 1.3 X 7. | Level 2 students should be able to multiply three- and four-digit whole numbers; find whole number quotients of whole numbers with up to three-digit dividends and two-digit divisors; and perform the four operations on decimals to the tenths or on decimals to the hundredths and a whole number, e.g., 3.42 x 12.   | Level 3 students should be able to fluently multiply multi-digit whole numbers using the standard algorithm, find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, and perform the four operations on decimals to the hundredths. They should be able to relate the strategy to a written method and explain the reasoning used.  |   |
| <b>THRESHOLD ALD</b><br><b>Number and Operations – Base Ten Targets C and D</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Understand that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right.</li> <li>Demonstrate accuracy in multiplying multi-digit whole numbers and in finding whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Use whole number exponents to denote powers of 10; round decimals to the thousandths; and read, write, and compare decimals to the thousandths using base-ten numerals, number names, and expanded form, using &gt;, =, and &lt; to record the results of the comparison.</li> <li>Fluently multiply multi-digit whole numbers and find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</li> <li>Perform the four operations on decimals to the</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Combine multiplying by powers of 10, comparing, and rounding to highlight essential understandings.</li> </ul>                        |

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|  |   |  | <p>hundredths.</p> <ul style="list-style-type: none"> <li>Relate a strategy to a written method and explain the reasoning used.</li> </ul>   |   |
| <b>Number and Operations – Fractions</b>   |   |  |  |   |
| <b>RANGE ALD</b><br><b>Target E:</b> Use equivalent fractions as a strategy to add and subtract fractions.                                     | Level 1 students should be able to add two fractions and mixed numbers with unlike denominators and subtract two fractions with unlike denominators when one denominator is a factor of the other in mathematical problems (denominators < 12). They should be able to use benchmark fractions (1/4s and 1/2s) and number sense with fractions to estimate mentally and assess the reasonableness of answers. | Level 2 students should be able to add fractions and mixed numbers with unlike denominators (denominators $\leq 12$ ) in mathematical problems, subtract a mixed number from a whole number (denominators up to 4), and use benchmark fractions to estimate mentally and assess the reasonableness of answers (denominators $\leq 12$ ).   | Level 3 students should be able to add and subtract fractions and mixed numbers with unlike denominators in word problems and use number sense of fractions to estimate mentally and assess the reasonableness of answers.   |   |
| <b>RANGE ALD</b><br><b>Target F:</b> Apply and extend previous understandings of multiplication and division to multiply and divide fractions. | Level 1 students should be able to apply their previous understandings of multiplication to multiply a fraction by a fraction; know the effect that whole number multiplication has on fractions; use or create visual models when multiplying a whole number by a fraction between 0 and 1; and interpret and perform division of a whole number by 1/2 or 1/3.  | Level 2 students should be able to multiply a whole number by a mixed number; know the effect that a fraction greater than or less than 1 has on a whole number when multiplied; use or create visual models when multiplying two fractions between 0 and 1; extend their previous understandings of division to divide a unit fraction by a whole number; and understand that division of whole numbers can result in fractions.  | Level 3 students should be able to multiply a mixed number by a mixed number; know the effect that a fraction has on another fraction when multiplied (proper and improper fractions); use or create visual models when multiplying two fractions, including when one fraction is larger than 1; and interpret and perform division of any unit fraction by a whole number.  | Level 4 students should be able to understand and use the fact that a fraction multiplied by 1 in the form of $a/a$ is equivalent to the original fraction.                                 |
| <b>THRESHOLD ALD</b><br><b>Number and Operations – Fractions Targets E and F</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Add two fractions and/or mixed numbers with unlike denominators (denominators less than or equal to 6) in mathematical problems.</li> <li>Use benchmark fractions to estimate and assess the reasonableness of answers (denominators less than or equal to 6).</li> <li>Multiply a whole number by a mixed number.</li> <li>Know the effect that a fraction greater than or less than 1 has on a whole number when multiplied.</li> <li>Use visual models when multiplying two fractions between 0 and 1.</li> <li>Perform division of a whole number by any unit fraction.</li> <li>Understand that division of whole numbers can result in fractions.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Subtract fractions and mixed numbers with unlike denominators in word problems.</li> <li>Use benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers.</li> <li>Multiply a mixed number by a mixed number.</li> <li>Use visual models when multiplying two fractions, including when one fraction is larger than 1.</li> <li>Interpret division of a whole number by any unit fraction.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Use or create visual models when multiplying two fractions that are larger than 1.</li> </ul> |



| Measurement and Data  |   |  |  |  |
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| <b>RANGE ALD</b><br><b>Target I:</b> Geometric measurement: understand concepts of volume and relate volume to multiplication and addition. | Level 1 students should be able to use unit cubes to find the volume of rectangular prisms with whole number edge lengths.  | Level 2 students should be able to understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.  | Level 3 students should be able to use the formulas $V = lwh$ and $V = Bh$ to find the volume of rectangular prisms. They should be able to find the volume of two nonoverlapping right rectangular prisms.  | Level 4 students should be able to find the volume of a right rectangular prism after doubling the edge length of a side and compare it to the original.   |
| <b>THRESHOLD ALD</b><br><b>Measurement and Data Target I</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Understand the concept that the volume of a rectangular prism packed with unit cubes is related to the edge lengths.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Use <math>V = lwh</math> and <math>V = Bh</math> to find the volume of rectangular prisms.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Find the volume of a right rectangular prism after doubling the edge length of a side with a whole number measurement and compare it to the original.</li> </ul> |
| Concepts and Procedures: Domain #2  |   |  |  |  |
| Operations and Algebraic Thinking   |   |  |  |  |
| <b>RANGE ALD</b><br><b>Target A:</b> Write and interpret numerical expressions.   | Level 1 students should be able to evaluate numerical expressions that have either parentheses, brackets, or braces.  | Level 2 students should be able to write and evaluate numerical expressions having two non-nested sets of parentheses, brackets, or braces.  | Level 3 students should be able to write, evaluate, and interpret numerical expressions having any number of non-nested sets of parentheses, brackets, or braces.  |  |
| <b>RANGE ALD</b><br><b>Target B:</b> Analyze patterns and relationships.  | Level 1 students should be able to generate two numerical patterns using two given rules involving addition, subtraction, or multiplication.  | Level 2 students should be able to generate two numerical patterns using two given rules involving all operations. When working with two whole number numerical patterns, they should be able to graph the corresponding whole number ordered pairs on the coordinate plane.                       | Level 3 students should be able to compare and analyze two related numerical patterns and explain the relationship within sequences of ordered pairs, and they should be able to graph the ordered pairs on the coordinate plane.  | Level 4 students should be able to compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.  |
| <b>THRESHOLD ALD</b><br><b>Operations and Algebraic Thinking Targets A and B</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Write numerical expressions having one set of parentheses, brackets, or braces.</li> <li>Graph whole number ordered pairs from two whole number numerical patterns on a coordinate plane.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Write and interpret expressions with two different operations.</li> <li>Compare two related numerical patterns within sequences and tables.</li> </ul>                             | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Compare two related numerical patterns and explain the relationship within sequences of ordered pairs that are rational numbers.</li> </ul>                      |
| Measurement and Data  |   |  |  |  |
| <b>RANGE ALD</b><br><b>Target G:</b> Convert like measurement units within a given measurement system.                                      | Level 1 students should be able to convert a whole number metric measurement to a different metric measurement resulting in a whole number and convert a whole number customary measurement to a different customary measurement resulting in a whole number. | Level 2 students should be able to convert a metric measurement to the tenths place to a different metric measurement and convert a standard measurement given to the $\frac{1}{4}$ unit (fractions/mixed numbers) from a larger measurement unit to a smaller one.                                | Level 3 students should be able to convert like measurements within a system using whole numbers, fractions (standard system), and decimals (metric system).   |  |
| <b>RANGE ALD</b><br><b>Target H:</b> Represent and interpret data.  | Level 1 students should be able to make a line plot and represent data sets in whole units.   | Level 2 students should be able to make a line plot and display data sets in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ).  | Level 3 students should be able to interpret a line plot to display data sets in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ) and solve problems using information from line plots that require addition, subtraction, and multiplication of fractions. |  |

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| <b>THRESHOLD ALD</b><br><b>Measurement and Data</b><br><b>Targets G and H</b>  |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>Convert a whole number measurement to a decimal or fractional valued measurement within the same system(e.g., 30 in = ____ ft).</li> <li>Make a line plot and display data sets in whole and half units.</li> </ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>Convert from a smaller unit of measurement to a larger one, resulting in one decimal place (metric system) or a small denominator fraction (standard system).</li> <li>Make a line plot to display data sets in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>).</li> <li>Solve one-step problems using information from line plots that require addition, subtraction, and multiplication of fractions.</li> </ul> |  |
| <b>Geometry</b>  |   |  |   |  |
| <b>RANGE ALD</b><br><b>Target J:</b> Graph points on the coordinate plane to solve real-world and mathematical problems. | Level 1 students should be able to graph whole number coordinate pairs in the first quadrant of a coordinate plane with unit axis increments. | Level 2 students should be able to graph whole number coordinate pairs on a coordinate plane with whole number axis increments to solve problems.  | Level 3 students should be able to graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with whole number axis increments.   | Level 4 students should be able to graph coordinate pairs where both terms are fractions on a coordinate plane with fractional axis increments.  |
| <b>RANGE ALD</b><br><b>Target K:</b> Classify two-dimensional figures into categories based on their properties.         |   | Level 2 students should be able to classify two-dimensional figures into categories by their attributes or properties.   | Level 3 students should be able to classify two-dimensional figures into subcategories by their attributes or properties.   |  |
| <b>THRESHOLD ALD</b><br><b>Geometry Targets J and K</b>  |   | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"> <li>Graph whole number coordinate pairs on a coordinate plane with whole number increments of 2, 5, and 10.</li> <li>Classify two-dimensional figures into categories by their attributes or properties.</li> </ul>     | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"> <li>Graph coordinate pairs where one term is a whole number and one is a fraction with a denominator of 2 or 4 on a coordinate plane with whole number axis increments.</li> <li>Classify two-dimensional figures into subcategories by their attributes or properties.</li> </ul>   | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"> <li>Graph coordinate pairs where one term is a whole number and one is a fraction on a coordinate plane with fractional axis increments of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, or <math>\frac{1}{10}</math>.</li> </ul> |

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| <i><b>OVERALL CLAIM:</b> Students can demonstrate progress toward college and career readiness in mathematics.</i>   | <i><b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i><b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i><b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i><b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i><b>CLAIM 2:</b> Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</i>                    | <i><b>CONTENT ALD:</b> The Level 1 student can make sense of and solve simple and familiar well-posed problems in pure and applied mathematics with a high degree of scaffolding, making minimal use of basic problem-solving strategies and given tools.</i>  | <i><b>CONTENT ALD:</b> The Level 2 student can make sense of and solve familiar well-posed problems in pure and applied mathematics with a moderate degree of scaffolding, making partial use of knowledge, basic problem-solving strategies, and tools.</i>  | <i><b>CONTENT ALD:</b> The Level 3 student can make sense of and persevere in solving a range of unfamiliar well-posed problems in pure and applied mathematics with a limited degree of scaffolding, making adequate use of knowledge and appropriate problem-solving strategies and strategic use of appropriate tools.</i> | <i><b>CONTENT ALD:</b> The Level 4 student can make sense of and persevere in solving a range of complex and unfamiliar well-posed problems in pure and applied mathematics with no scaffolding, making thorough use of knowledge and problem-solving strategies and strategic use of appropriate tools.</i> |
| <i><b>CLAIM 4:</b> Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</i>   | <i>The Level 1 student can identify familiar real-world scenarios for analysis and can use simple mathematical models and given tools to solve basic problems.</i>   | <i>The Level 2 student can reason quantitatively to analyze familiar real-world scenarios and can use mathematical models and given tools to partially interpret and solve basic problems.</i>  | <i>The Level 3 student can reason abstractly and quantitatively to analyze complex, real-world scenarios and to construct and use mathematical models and appropriate tools strategically to adequately interpret and solve problems.</i>   | <i>The Level 4 student can reason abstractly and quantitatively to analyze unfamiliar complex, real-world scenarios, to construct and use complex mathematical models and appropriate tools strategically to thoroughly interpret and solve problems, and to synthesize results.</i>                         |
| <b>Problem Solving &amp; Modeling and Data Analysis</b>  |  |   |   |  |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target A:</b> Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.  | Level 1 students should be able to identify important quantities in the context of a familiar situation and translate words to equations or other mathematical formulation. When given the correct math tool(s), students should be able to apply the tool(s) to problems with a high degree of scaffolding. | Level 2 students should be able to identify important quantities in the context of an unfamiliar situation and to select tools to solve a familiar and moderately scaffolded problem or to solve a less familiar or a non-scaffolded problem with partial accuracy. Students should be able to provide solutions to familiar problems using an appropriate format (e.g., correct units, etc.). They should be able to interpret information and results in the context of a familiar situation. | Level 3 students should be able to map, display, and identify relationships, use appropriate tools strategically, and apply mathematics accurately in everyday life, society, and the workplace. They should be able to interpret information and results in the context of an unfamiliar situation.                          | Level 4 students should be able to analyze and interpret the context of an unfamiliar situation for problems of increasing complexity and solve problems with optimal solutions.   |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target B:</b> Select and use appropriate tools strategically.   |  |   |   |  |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target C:</b> Interpret results in the context of a situation.  |  |   |   |  |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target D:</b> Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). |  |   |   |  |

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| <b>CLAIM 4 RANGE ALD</b><br><b>Target A:</b> Apply mathematics to solve problems arising in everyday life, society, and the workplace.   | Level 1 students should be able to apply mathematics to solve familiar problems arising in everyday life, society, and the workplace by identifying important quantities and by beginning to develop a model. | Level 2 students should be able to apply mathematics to propose solutions by identifying important quantities, locating missing information from relevant external resources, beginning to construct chains of reasoning to connect with a model, producing partial justification and interpretations, and beginning to state logical assumptions.   | Level 3 students should be able to apply mathematics to solve unfamiliar problems arising in everyday life, society, and the workplace by identifying important quantities and mapping, displaying, explaining, or applying their relationship and by locating missing information from relevant external resources. They should be able to construct chains of reasoning to justify a model used, produce justification of interpretations, state logical assumptions, and compare and contrast multiple plausible solutions. | Level 4 students should be able to apply mathematics to solve unfamiliar problems by constructing chains of reasoning to analyze a model, producing and analyzing justification of interpretations, stating logical assumptions, and constructing and comparing/contrasting multiple plausible solutions and approaches.   |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target B:</b> Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.       |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target C:</b> State logical assumptions being used.   |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target D:</b> Interpret results in the context of a situation.  |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target E:</b> Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.                                    |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target F:</b> Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target G:</b> Identify, analyze, and synthesize relevant external resources to pose or solve problems.  |   |  |  |  |
| <b>THRESHOLD ALD</b><br><b>Claims 2 and 4</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"><li>• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.</li><li>• Use the necessary elements given in a problem situation to solve a problem.</li><li>• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.</li></ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"><li>• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.</li><li>• Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.</li></ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"><li>• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.</li><li>• Begin to solve problems optimally.</li><li>• Construct multiple plausible solutions and approaches.</li></ul> |

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| <i><b>OVERALL CLAIM:</b> Students can demonstrate progress toward college and career readiness in mathematics.</i>   | <i><b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i><b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i><b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i><b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i><b>CLAIM 3:</b> Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</i>             | <i><b>CONTENT ALD:</b> The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.</i>   | <i><b>CONTENT ALD:</b> The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.</i>   | <i><b>CONTENT ALD:</b> The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.</i>   | <i><b>CONTENT ALD:</b> The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.</i>   |
| <b>Communicating Reasoning</b>   |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target A:</b> Test propositions or conjectures with specific examples.  | Level 1 students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.  | Level 2 students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold. | Level 3 students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold. | Level 4 students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or does not apply. |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target B:</b> Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.                       |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target C:</b> State logical assumptions being used.   |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target D:</b> Use the technique of breaking an argument into cases.   |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target E:</b> Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target F:</b> Base arguments on concrete referents such as objects, drawings, diagrams, and actions.                                      |   |  |  |   |

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| <b>CLAIM 3 RANGE ALD</b><br><b>Target G:</b> At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.) |  |   |  |   |
| <b>THRESHOLD ALD</b><br><b>Claim 3</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"><li>Find and identify the flaw in an argument.</li></ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"><li>Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.</li><li>Use previous information to support his or her own reasoning on a routine problem.</li></ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"><li>Begin to construct chains of logic about abstract concepts autonomously.</li></ul> |

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| <b>CLAIM 1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. | <b>CONTENT ALD:</b> The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.  | <b>CONTENT ALD:</b> The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.                | <b>CONTENT ALD:</b> The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.  | <b>CONTENT ALD:</b> The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.   |
| <b>Concepts and Procedures: Domain #1</b>  |   |  |   |  |
| <b>Ratios and Proportional Relationships</b>   |   |  |   |  |
| <b>RANGE ALD</b><br><b>Target A:</b> Understand ratio concepts and use ratio reasoning to solve problems.                              | Level 1 students should be able to describe a ratio relationship between two whole number quantities, find missing values in tables that display a proportional relationship, and plot the pairs of values from a table on the coordinate plane. They should be able to find a percent as a rate per hundred and convert measurement units. | Level 2 students should be able to understand the concept of unit rate in straightforward, well-posed problems and solve straightforward, well-posed, one-step problems requiring ratio reasoning.                                 | Level 3 students should be able to use ratio reasoning to solve and understand the concept of unit rates in unfamiliar or multi-step problems, including instances of unit pricing and constant speed, and solve percent problems by finding the whole, given a part and the percent. They should be able to describe a ratio relationship between any two number quantities (denominators less than or equal to 12). | Level 4 students should be able to solve unfamiliar or multi-step problems by finding the whole, given a part and the percent; explain ratio relationships between any two number quantities; and identify relationships between models or representations.  |
| <b>THRESHOLD ALD</b><br><b>Ratios and Proportional Relationships Target A</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Find unit rates given two whole number quantities where one evenly divides the other.</li> </ul>                                     | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Solve unit rate problems.</li> <li>Solve percent problems by finding the whole, given a part and the percent.</li> <li>Describe a ratio relationship between any two number quantities and understand the concept of unit rate in problems (denominators less than or equal to 12).</li> </ul>                          | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Solve unfamiliar or multi-step problems by finding the whole, given a part and the percent.</li> <li>Understand and explain ratio relationships between any two number quantities.</li> <li>Identify relationships between models or representations.</li> </ul> |

| The Number System  |  |   |  |   |
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| <b>RANGE ALD</b><br><b>Target B:</b> Apply and extend previous understandings of multiplication and division to divide fractions by fractions. | Level 1 students should be able to apply and extend previous understandings of multiplication and division to multiply a fraction by a fraction, divide a fraction by a whole number, and be able to connect to a visual model. They should understand the effect that a fraction greater than or less than 1 has on a whole number when multiplied and use or create visual models when multiplying a whole number by a fraction between 0 and 1. | Level 2 students should be able to apply and extend previous understandings of multiplication and division to divide a whole number by a fraction between 0 and 1, divide a mixed number by a whole number, and be able to connect to a visual model.   | Level 3 students should be able to apply and extend previous understandings of multiplication and division to divide a fraction by a fraction and be able to connect to a visual model.  | Level 4 students should be able to use visual models in settings where smaller fractions are divided by larger fractions. They should also understand and apply the fact that a fraction multiplied or divided by 1 in the form of $a/a$ is equivalent to the original fraction.  |
| <b>RANGE ALD</b><br><b>Target C:</b> Compute fluently with multi-digit numbers and find common factors and multiples.                          | Level 1 students should be able to add, subtract, and multiply multi-digit whole numbers and decimals to hundredths. They should be able to use the distributive property to express the sum of two whole numbers with a common factor.  | Level 2 students should be able to divide multi-digit whole numbers and add and subtract multi-digit decimal numbers. They should be able to find common factors of two numbers less than or equal to 100 and multiples of two numbers less than or equal to 12.  | Level 3 students should be able to fluently divide multi-digit numbers and add, subtract, multiply, and divide multi-digit decimal numbers. They should be able to find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.   | Level 4 students should be able to make generalizations regarding multiples and factors of sets of numbers (e.g., state that a particular set of numbers is relatively prime).  |
| <b>THRESHOLD ALD</b><br><b>The Number System Targets B and C</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Divide a whole number by a fraction between 0 and 1 and be able to connect to a visual model.</li> <li>Add and subtract multi-digit decimals.</li> <li>Find common factors of two numbers less than or equal to 40.</li> <li>Find multiples of two numbers less than or equal to 12.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Apply and extend previous understandings of multiplication and division to divide a mixed number by a fraction and be able to connect to a visual model.</li> <li>Multiply and divide multi-digit decimal numbers.</li> <li>Find the greatest common factor of two numbers less than or equal to 100 and the least common multiple of two numbers less than or equal to 12.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Use visual models in settings where smaller fractions are divided by larger fractions.</li> <li>Understand and apply the fact that a fraction multiplied or divided by 1 in the form of <math>a/a</math> is equivalent to the original fraction.</li> </ul> |
| Expressions and Equations  |  |   |  |   |
| <b>RANGE ALD</b><br><b>Target E:</b> Apply and extend previous understandings of arithmetic to algebraic expressions.                          | Level 1 students should be able to evaluate numerical expressions without exponents; write one- or two-step numerical expressions; and identify parts of an expression, using terms (e.g., coefficient, term, sum, product, difference, quotient, factor).   | Level 2 students should be able to evaluate numerical expressions with nonnegative integer exponents that do not need to be distributed across a set of parentheses. They should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that do not contain exponents. They should also be able to write one- and two-step algebraic expressions that introduce a variable and identify equivalent expressions. | Level 3 students should be able to write and evaluate numerical expressions with nonnegative integer exponents and expressions from formulas in real-world problems, and they should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that include nonnegative integer exponents. They should be able to apply properties of operations to generate equivalent expressions.  | Level 4 students should be able to apply the understanding of the properties of operations and use the properties to show why two expressions are equivalent.   |
| <b>RANGE ALD</b><br><b>Target F:</b> Reason about and solve one-variable equations and inequalities.   | Level 1 students should be able to use substitution to determine when a given number makes an equation or inequality true.   | Level 2 students should be able to solve one-variable equations and inequalities of the form $x + p = \frac{a}{b}$ or $px = \frac{a}{b}$ or $q$ or $px = \frac{a}{b} > q$ or $px = \frac{a}{b} < q$ , where $p$ and $q$ are nonnegative rational numbers. They should be able to identify and use variables when writing equations.   | Level 3 students should be able to write one-variable equations and inequalities of the form $x + p = \frac{a}{b}$ or $px = \frac{a}{b}$ or $q$ or $px = \frac{a}{b} > q$ or $px = \frac{a}{b} < q$ , where $p$ and $q$ are nonnegative rational numbers. They should be able to reason about and solve equations and inequalities by writing and graphing their solutions on a number line.   | Level 4 students should be able to solve equations and inequalities of the form $x + p = \frac{a}{b}$ or $px = \frac{a}{b}$ or $q$ or $px = \frac{a}{b} > q$ or $px = \frac{a}{b} < q$ , where $p$ and $q$ are rational numbers. They should be able to write and graph solutions on the number line.   |



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| <b>RANGE ALD</b><br><b>Target G:</b> Represent and analyze quantitative relationships between dependent and independent variables. | Level 1 students should be able to identify a table that represents a relationship between two variables of the forms $y = kx$ and $y = x \pm c$ with rational numbers and plot points corresponding to equations on coordinate planes.   | Level 2 students should be able to use variables to represent and analyze two quantities that change in relationship to each other of the form $y = kx$ or $y = x \pm c$ with rational numbers; identify and create an equation that expresses one quantity in terms of another; and use graphs and tables to represent the relationship.   | Level 3 students should be able to use graphs, tables, or context to analyze the relationship between dependent and independent variables and relate them to a linear equation.   | Level 4 students should be able to use graphs, tables, or context to analyze nonlinear polynomial relationships between dependent and independent variables and relate them to nonlinear polynomial equations.  |
| <b>THRESHOLD ALD</b><br><b>Expressions and Equations</b><br><b>Targets E, F, and G</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Evaluate expressions with and without variables and without exponents.</li> <li>Write one- and two-step algebraic expressions introducing a variable.</li> <li>Solve one-variable equations and inequalities of the form <math>x + p = \leq/\geq/ &lt;/&gt; q</math> or <math>px = \leq/\geq/ &lt;/&gt; q</math>, where <math>p</math> and <math>q</math> are nonnegative rational numbers.</li> <li>Given a table of values for a linear relationship (<math>y = kx</math> or <math>y = x \pm c</math>), create the equation.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Write and evaluate numerical expressions without exponents and expressions from formulas in real-world problems.</li> <li>Identify equivalent expressions.</li> <li>Write one-variable equations and inequalities of the form <math>x + p = \leq/\geq/ &lt;/&gt; q</math> or <math>px = \leq/\geq/ &lt;/&gt; q</math>, where <math>p</math> and <math>q</math> are nonnegative rational numbers.</li> <li>Graph solutions to equations and inequalities on the number line.</li> <li>Create the graph, table, and equation for a linear relationship (<math>y = kx</math> or <math>y = x \pm c</math>) and make connections between the representations.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Using the properties of operations, show why two expressions are equivalent.</li> <li>Solve equations and inequalities of the form <math>x + p = \leq/\geq/ &lt;/&gt; q</math> or <math>px = \leq/\geq/ &lt;/&gt; q</math>, where <math>p</math> and <math>q</math> are rational numbers.</li> <li>Create the graph, table, and equation for nonlinear polynomial relationships, making connections between the representations.</li> </ul> |
| <b>Concepts and Procedures: Domain #2</b>  |   |   |   |   |
| <b>The Number System</b>   |   |   |   |   |
| <b>RANGE ALD</b><br><b>Target D:</b> Apply and extend previous understandings of numbers to the system of rational numbers.        | Level 1 students should be able to place all integers on a number line and integer pairs on a coordinate plane with one-unit increments on both axes.   | Level 2 students should be able to apply and extend previous understandings of whole numbers to order rational numbers and interpret statements of their order in the context of a situation. They should be able to place all rational numbers on a number line and integer pairs on a coordinate plane with various axis increments. They should be able to relate changes in sign to placements on opposite sides of the number line and understand the absolute value of a number as its distance from zero on a number line.   | Level 3 students should be able to apply and extend previous understandings of numbers to relate statements of inequality to relative positions on a number line, place points with rational coordinates on a coordinate plane, and solve problems involving the distance between points when they share a coordinate. They should be able to understand absolute value and ordering by using number lines and models and relate reflection across axes to changes in sign.   |   |
| <b>THRESHOLD ALD</b><br><b>The Number System Target D</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Order fractions and integers.</li> <li>Place integer pairs on a coordinate plane with axis increments of 2, 5, or 10.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Place points with rational coordinates on a coordinate plane and combine absolute value and ordering, with or without models (<math> -3  &lt;  -5 </math>).</li> </ul>  |   |
| <b>Geometry</b>  |   |   |   |   |
| <b>RANGE ALD</b><br><b>Target H:</b> Solve real-world and mathematical problems involving area, surface area, and volume.          | Level 1 students should be able to find areas of right triangles; draw polygons with positive coordinates on a grid with a scale in one-unit increments, given nonnegative integer-valued coordinates for the vertices; and find the volume of right rectangular prisms with one side expressed as a fraction or a mixed number in halves or fourths. | Level 2 students should be able to find areas of special quadrilaterals and triangles; draw polygons in the four-quadrant coordinate plane with scales in one-unit increments, given integer-valued coordinates for the vertices; and find the volume of right rectangular prisms with one side expressed as a fraction or a mixed number.  | Level 3 students should be able to solve problems that involve finding areas of polygons and special quadrilaterals and triangles and find the volume of right rectangular prisms with all sides expressed as a fraction or a mixed number. They should be able to solve problems by drawing polygons in the four-quadrant coordinate plane with scales in various integer increments, given integer-valued coordinates for the vertices or coordinates containing a mix of integers and half, quarter, or tenth units.   | Level 4 students should be able to solve problems by finding surface areas of three-dimensional shapes composed of rectangles and triangles. They should be able to find the volume of a compound figure composed of right rectangular prisms to solve problems.  |

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| <b>THRESHOLD ALD<br/>Geometry Target H</b>                                       |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Find areas of special quadrilaterals and triangles.</li> <li>Draw polygons in the four-quadrant plane.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Find areas of quadrilaterals and other polygons that can be decomposed into three or fewer triangles.</li> <li>Find the volume of right rectangular prisms with fractional or mixed number side lengths.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Solve problems by finding surface areas of triangular or rectangular prisms and triangular or rectangular pyramids.</li> </ul>   |
| <b>Statistics and Probability</b>  |   |   |  |  |
| <b>RANGE ALD<br/>Target I:</b> Develop understanding of statistical variability. | Level 1 students should be able to identify questions that lead to variable responses posed in familiar contexts and recognize that such questions are statistical questions.   | Level 2 students should be able to recognize that questions that lead to variable responses are statistical questions and vice versa, and they should relate the concept of varying responses to the notion of a range of possible responses. They should develop an understanding that the responses to a statistical question will have a representative center and a given set of numerical data. They should be able to identify a reasonable measure of central tendency with respect to a familiar context. | Level 3 students should be able to pose statistical questions and understand that the responses to a statistical question have a distribution described by its center, spread, and overall shape. They should also understand that a measure of center summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. They should be able to identify a reasonable center and spread with respect to a context.   | Level 4 students should be able to justify the reasonableness of their identified center and spread with respect to an unfamiliar context. They should be able to create or complete a data set with given measures (e.g., mean, median, mode, interquartile range).   |
| <b>RANGE ALD<br/>Target J:</b> Summarize and describe distributions.             | Level 1 students should be able to summarize or display numerical data on a number line, in dot plots, and in histograms; find the median of an odd number of data points; and find the mean when data points are nonnegative integers. | Level 2 students should be able to calculate mean and median, understand that mean and median can be different or the same, and use the measure of center to summarize data with respect to the context.  | Level 3 students should be able to summarize or display data in box plots and find the interquartile range. They should be able to use the interquartile range along with the angle and measures of center to describe overall patterns in a data distribution, such as symmetry and clusters, and any striking deviations. They should also be able to examine a data set in context and explain the choice of the mean or median, as it relates to the data.   | Level 4 students should be able to relate choice of measures of center and variability to the shape of the data distribution in context of the data; find mean absolute deviation and identify outliers with reference to the context of the situation; and predict effects on the mean and median, given a change in data points. |
| <b>THRESHOLD ALD<br/>Statistics and Probability<br/>Targets I and J</b>          |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Understand that questions that lead to variable responses are statistical questions and vice versa.</li> <li>Identify a reasonable measure of central tendency for a given set of numerical data.</li> <li>Find mean and median.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Identify a reasonable center and spread for a given context and understand how this relates to the overall shape of the data distribution.</li> <li>Understand that a measure of center summarizes all of its values with a single number.</li> <li>Summarize or display data in box plots.</li> <li>Find the interquartile range.</li> <li>Use range and measures of center to describe the shape of the data distribution as it relates to a familiar context.</li> <li>Pose statistical questions.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Predict effects on mean and median given a change in data points.</li> <li>Complete a data set with given measures (e.g., mean, median, mode, interquartile range).</li> </ul>   |

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| <b>CLAIM 1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.                              | <b>CONTENT ALD:</b> The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.         | <b>CONTENT ALD:</b> The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.  | <b>CONTENT ALD:</b> The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.  | <b>CONTENT ALD:</b> The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.  |
| <b>Concepts and Procedures: Domain #1</b>   |  |  |   |   |
| <b>Ratios and Proportional Relationships</b>  |  |  |   |   |
| <b>RANGE ALD</b><br><b>Target A:</b> Analyze proportional relationships and use them to solve real-world and mathematical problems.                                 | Level 1 students should be able to identify proportional relationships presented in graphical, tabular, or verbal formats in familiar contexts.  | Level 2 students should be able to find whole number proportionality constants in relationships presented in graphical, tabular, or verbal formats in familiar contexts. They should also be able to identify proportional relationships presented in equation formats and find unit rates involving whole numbers.      | Level 3 students should be able to identify, represent, and analyze proportional relationships in various formats; find unit rates associated with ratios of fractions; and use unit rates to solve one-step problems involving rational numbers. They should be able to analyze a graph of a proportional relationship in order to explain what the points $(x, y)$ and $(1, r)$ represent, where $r$ is the unit rate, and use this information to solve problems.  | Level 4 students should be able to solve real-world problems involving proportional relationships and measurement conversions in various formats (e.g., verbally, tabularly, graphically) in a contextual scenario that involves identifying relationships between elements presented in various formats. |
| <b>THRESHOLD ALD</b><br><b>Ratios and Proportional Relationships Target A</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify proportional relationships presented in equation formats and find unit rates involving whole numbers.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Represent proportional relationships in graphs and tables and solve one-step rate-related problems.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Solve real-world problems involving proportional relationships that require one step with measurement conversions.</li> </ul>   |
| <b>The Number System</b>  |  |  |   |   |
| <b>RANGE ALD</b><br><b>Target B:</b> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. | Level 1 students should be able to add, subtract, multiply, and divide nonnegative rational numbers. They should be able to add, subtract, multiply, and divide rational numbers with a number line or other manipulative.         | Level 2 students should be able to apply and extend previous understandings and properties of addition and subtraction to add and subtract with rational numbers; identify the absolute value of a rational number and understand when opposites combine to make 0; and convert between familiar fractions and decimals. | Level 3 students should be able to solve mathematical problems using the four operations on rational numbers and convert from a fraction to a decimal. They should be able to extend previous understandings of subtraction to realize it is the same as adding the additive inverse. They should also be able to understand $p + q$ as a number located $ q $ units from $p$ on a number line in either direction depending on the sign of $q$ . They should also know, understand, and use the rules for multiplying and dividing signed numbers. | Level 4 students should be able to apply previous understandings of operations to solve real-world problems involving rational numbers with addition, multiplication, subtraction, and division.  |

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| <b>THRESHOLD ALD</b><br><b>The Number System Target B</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Convert between familiar fractions and decimals.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Solve mathematical problems using addition, subtraction, and multiplication on rational numbers.</li> <li>Understand that <math>(-1)(-1) = 1</math>.</li> <li>Convert common fractions and fractions with denominators that are a factor of a power of 10 to decimals.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Solve real-world problems with integers and proper fractions, using addition, multiplication, subtraction, and division.</li> </ul>                    |
| <b>Expressions and Equations</b>  |   |   |   |  |
| <b>RANGE ALD</b><br><b>Target C:</b> Use properties of operations to generate equivalent expressions.                                   | Level 1 students should be able to apply properties of operations as strategies to add and subtract linear expressions with integer coefficients.   | Level 2 students should be able to apply properties of operations as strategies to factor and expand linear expressions with integer coefficients. They should also be able to add and subtract linear expressions with rational coefficients.  | Level 3 students should be able to apply properties of operations as strategies to factor and expand linear expressions with rational coefficients. They should understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with minimal scaffolding.  | Level 4 students should understand that rewriting an expression can shed light on how quantities are related in an unfamiliar problem-solving context with no scaffolding.   |
| <b>RANGE ALD</b><br><b>Target D:</b> Solve real-life and mathematical problems using numerical and algebraic expressions and equations. | Level 1 students should be able to solve multi-step problems with integers or common fractions with denominators of 2 through 10, 25, 50, or 100 and decimals to the hundredths place; solve equations in the form of $px + q = r$ , where $p$ , $q$ , and $r$ are integers; and distinguish between inequalities and equations with integer coefficients with or without real-world context. | Level 2 students should be able to solve multi-step problems with rational numbers and solve equations in the form of $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ are rational numbers. Students should be able to use variables to represent quantities in familiar real-world and mathematical situations. They should also be able to create equations with variables to solve familiar problems with a high degree of scaffolding. | Level 3 students should be able to solve and graph solution sets to inequalities with one variable. They should be able to use variables to represent and reason with quantities in real-world and mathematical situations with minimal scaffolding. They should also be able to construct equations with variables to solve problems.  | Level 4 students should be able to use variables to represent and reason with quantities in real-world and mathematical situations with no scaffolding. They should be able to construct inequalities with more than one variable to solve problems. |
| <b>THRESHOLD ALD</b><br><b>Expressions and Equations</b><br><b>Targets C and D</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Apply properties of operations to expand linear expressions with integer coefficients.</li> <li>Solve multi-step problems with decimal numbers.</li> <li>Solve equations in the form of <math>px + q = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are decimal numbers.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Add, subtract, and factor linear expressions with decimal coefficients.</li> <li>Graph the solution set to a given inequality in the form of <math>x &gt; p</math> or <math>x &lt; p</math>, where <math>p</math> is a rational number.</li> <li>Understand that rewriting an expression can shed light on how quantities are related in a familiar problem-solving context with a moderate degree of scaffolding.</li> <li>Use variables to reason with quantities in real-world and mathematical situations with a high degree of scaffolding.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Construct inequalities with two variables to solve problems.</li> </ul>  |

| Concepts and Procedures: Domain #2  |  |  |   |   |
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| Geometry  |  |  |   |   |
| <b>RANGE ALD</b><br><b>Target E:</b> Draw, construct, and describe geometrical figures and describe the relationships between them.     | Level 1 students should be able to draw or construct geometric shapes with given conditions by freehand, with ruler and protractor, and by using technology.   | Level 2 students should be able to describe geometric shapes with given conditions and determine whether or not a set of any three given angle or side-length measures can result in a unique triangle, more than one triangle, or no triangle at all. They should be able to describe the relationship between a geometric figure and its scale drawing by finding the scale factor between them. | Level 3 students should be able to compute actual lengths and areas from a scale drawing and reproduce a scale drawing using a different scale. They should be able to describe the two-dimensional figures that result from slicing prisms and pyramids by planes that are parallel to a face.   | Level 4 students should be able to describe the two-dimensional figures that result from slicing cones, spheres, cylinders, or other three-dimensional figures with rectangular or triangular faces by planes that are not parallel to a given face.  |
| <b>RANGE ALD</b><br><b>Target F:</b> Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. | Level 1 students should be able to identify appropriate formulas for the area and circumference of a circle; calculate the area of triangles and rectangles and the volume of cubes; classify pairs of angles as supplementary, complementary, vertical, or adjacent; and measure angles with appropriate tools. | Level 2 students should be able to use supplementary, complementary, vertical, or adjacent angles to solve problems with angles expressed as numerical measurements in degrees; calculate the circumference of a circle; and calculate the area of circles, quadrilaterals, and polygons and the volume of right rectangular prisms.   | Level 3 students should be able to use supplementary, complementary, vertical, and adjacent angles to solve one- or two-step problems with angle measures expressed as variables in degrees; use formulas for the area and circumference of a circle to solve problems; and solve problems involving the area of polygons, the surface area of three-dimensional objects composed of triangles and/or quadrilaterals, and the volume of right prisms. | Level 4 students should be able to solve problems involving surface area and volume of three-dimensional figures with polygonal faces. They should be able to use supplementary, complementary, vertical, and adjacent angles to solve multi-step problems with angle measures expressed as variables in degrees. |
| <b>THRESHOLD ALD</b><br><b>Geometry Targets E and F</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Describe geometric shapes with given conditions.</li> <li>Use vertical angles expressed as numerical measurements to solve problems.</li> <li>Calculate the area of a circle when the formula is provided and the area of quadrilaterals.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Create a scale drawing of a given figure when a scale factor is given.</li> <li>Determine the surface area of a right prism.</li> <li>Use vertical angles expressed as variables to solve two-step problems.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Describe the two-dimensional figures that result from slicing spheres and cones.</li> </ul>   |
| Statistics and Probability  |  |  |   |   |
| <b>RANGE ALD</b><br><b>Target G:</b> Use random sampling to draw inferences about a population.   | Level 1 students should be able to describe what a representative sample entails and identify biased and unbiased samples of a population.   | Level 2 students should be able to determine whether or not a sample is random and understand that random samples of an appropriate population are representative samples that support valid results. They should be able to use data from a random sample to draw obvious inferences about a population presented in a familiar context.  | Level 3 students should be able to use data from a random sample to draw inferences about a population with an unknown characteristic of interest presented in an unfamiliar context.   | Level 4 students should be able to generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.  |
| <b>RANGE ALD</b><br><b>Target H:</b> Draw informal comparative inferences about two populations.  | Level 1 students should be able to use the mean to compare and draw inferences about two different populations.  | Level 2 students should be able to use range to draw comparisons about two different populations. They should be able to informally compare the visual overlap of two numerical data distributions with similar variability in familiar contexts.  | Level 3 students should be able to informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers in any context.  | Level 4 students should be able to use measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.  |
| <b>RANGE ALD</b><br><b>Target I:</b> Investigate chance processes and develop, use, and evaluate probability models.                    | Level 1 students should be able to determine the theoretical probability of a simple event; understand that probabilities are numbers between 0 (impossible) and 1 (always) and that a probability around 1/2 indicates an event that is neither unlikely nor likely.  | Level 2 students should be able to approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. They should be able to predict the approximate relative frequency given the probability.   | Level 3 students should be able to find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. They should be able to compare theoretical and experimental results from a probability experiment.   | Level 4 students should be able to design, describe, and construct a simulation experiment to generate frequencies for compound events. They should be able to explain what might account for differences between theoretical and experimental results and evaluate the associated probability model.             |

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| <b>THRESHOLD ALD</b><br><b>Statistics and Probability</b><br><b>Targets G, H, and I</b> |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"><li>• Determine whether or not a sample is random.</li><li>• Find the range of a set of data about a given population.</li><li>• Approximate the probability of a chance event by collecting data.</li></ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"><li>• Use random sampling to draw inferences about a population in familiar contexts.</li><li>• Informally assess the degree of visual overlap of two numerical data distributions.</li><li>• Calculate the theoretical probability of a compound event.</li></ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"><li>• Generate multiple samples (or simulated samples) of the same size.</li><li>• Determine which measures of variability should be used to draw informal comparative inferences about two populations.</li><li>• Construct a simulation experiment and generate frequencies for compound events.</li></ul> |
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| <b>OVERALL CLAIM:</b> Students can demonstrate progress toward college and career readiness in mathematics.                            | <b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards. | <b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   | <b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.  | <b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.          |
| <b>CLAIM 1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. | <b>CONTENT ALD:</b> The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.         | <b>CONTENT ALD:</b> The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.  | <b>CONTENT ALD:</b> The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.   | <b>CONTENT ALD:</b> The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.                           |
| <b>Concepts and Procedures: Domain #1</b>  |  |  |  |  |
| <b>Expressions and Equations</b>   |  |  |  |  |
| <b>RANGE ALD</b><br><b>Target B:</b> Work with radicals and integer exponents.   | Level 1 students should be able to identify and calculate square roots of familiar perfect squares and calculate the square of integers. They should be able to translate between standard form and scientific notation.           | Level 2 students should be able to identify and calculate the cube root of familiar perfect cubes and calculate the cube of integers. They should be able to use appropriate tools (e.g., calculator, pencil and paper) to translate large or small numbers from scientific to standard notation. They should be able to work with and apply the properties of integer exponents of degree 2 or less in order to produce or identify equivalent numerical expressions. | Level 3 students should be able to identify that the square root of 2 is irrational, calculate or approximate to an appropriate degree of precision the square or cube of a rational number, solve quadratic and cubic monomial equations, and represent the solution as a square or cube root, respectively. They should be able to work with and perform operations with scientific notation and work with and apply the properties of integer exponents in order to produce or identify equivalent numerical expressions.   | Level 4 students should be able to use scientific notation and choose units of appropriate size for realistic measurements, solve binomial quadratic and cubic equations, and represent the solution as a square or cube root, respectively. |
| <b>RANGE ALD</b><br><b>Target C:</b> Understand the connections between proportional relationships, lines, and linear equations.       | Level 1 students should be able to graph a proportional relationship on a coordinate plane.  | Level 2 students should be able to compare two different proportional relationships represented in different ways. They should also be able to calculate the slope of a line and identify the y-intercept of a line.   | Level 3 students should understand that slope is a unit rate of change in a proportional relationship and convert proportional relationships to linear equations in slope-intercept form while also understanding when and why the y-intercept is zero. They should also be able to use repeated reasoning to observe that they can use any right triangle to find the slope of a line.  | Level 4 students should be able to use similar triangles to explain why the slope is the same between any two distinct points on a nonvertical line in a coordinate plane.   |
| <b>RANGE ALD</b><br><b>Target D:</b> Analyze and solve linear equations and pairs of simultaneous linear equations.                    | Level 1 students should be able to solve linear equations in one variable with integer coefficients.   | Level 2 students should be able to analyze and solve systems of linear equations graphically by understanding that the solution of a system of linear equations in two variables corresponds to the point of intersection on a plane. They should be able to solve and produce examples of linear equations in one variable with rational coefficients with one solution, infinitely many solutions, or no solution.   | Level 3 students should be able to classify systems of linear equations as intersecting, collinear, or parallel; solve linear systems algebraically and estimate solutions using a variety of approaches; and show that a particular linear equation has one solution, no solution, or infinitely many solutions by successively transforming the given equation into simpler forms until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers). They should be able to solve and produce examples of linear equations in one variable, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | Level 4 students should be able to analyze and solve problems leading to two linear equations in two variables in multiple representations.  |

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| <b>THRESHOLD ALD</b><br><b>Expressions and Equations</b><br><b>Targets B, C, and D</b>        |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Find the cube of one-digit numbers and the cube root of perfect cubes (less than 1,000).</li> <li>Use appropriate tools (e.g., calculator, pencil and paper) to translate large numbers from scientific to standard notation.</li> <li>Identify the y-intercept and calculate the slope of a line from an equation or graph.</li> <li>Graph a system of linear equations and identify the solution as the point of intersection.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Solve simple quadratic monomial equations and represent the solution as a square root.</li> <li>Work with and perform operations with scientific notation of large numbers.</li> <li>Identify unit rate of change in linear relationships (i.e., slope is the rate of change).</li> <li>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms and equations with infinitely many solutions or no solution.</li> <li>Solve a system of linear equations with integer coefficients using an algebraic strategy.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Write a system of two linear equations with two variables to represent a context.</li> </ul>                             |
| <b>Functions</b>  |   |   |  |  |
| <b>RANGE ALD</b><br><b>Target E:</b> Define, evaluate, and compare functions.                 | Level 1 students should be able to identify whether or not a relationship that is represented graphically, in a table, or algebraically is a function. They should be able to compare the properties of two linear functions represented in the same way (graphically or in a table). | Level 2 students should be able to produce input and output pairs for a given function and identify whether an input/output pair satisfies a function. They should be able to compare properties of two functions represented in the same way (algebraic, graphic, tabular, or verbal). They should be able to classify functions as linear or nonlinear on the basis of their graph.   | Level 3 students should be able to classify functions as linear or nonlinear in different forms (e.g., graphical, algebraic, verbal description, and/or tabular) and should know linear equations of the form $y = mx + b$ are functions. They should also be able to define a function as a rule that assigns to each input exactly one output. They should be able to compare properties of two functions represented in different ways (algebraic, graphic, tabular, or verbal).  | Level 4 students should be able to give examples of functions that are not linear and be able to compare properties of two nonlinear functions represented in different ways (algebraic, graphic, tabular, or verbal). |
| <b>RANGE ALD</b><br><b>Target F:</b> Use functions to model relationships between quantities. | Level 1 students should be able to identify a function that models a linear relationship between two quantities.  | Level 2 students should be able to construct a graphical or tabular model to represent a linear relationship between two quantities and should be able to find the rate of change of a linear relationship displayed in a graph or table. They should be able to analyze a graph of a linear function to qualitatively describe it.   | Level 3 students should be able to construct a function to represent a linear relationship between two quantities and a graph to represent verbally described qualitative features and determine the rate of change and initial value of a function from a graph, a verbal description of a relationship, or from two sets of xy-values given as coordinate pairs or displayed in a table. They should be able to analyze a graph of a linear or nonlinear function to qualitatively describe it.  | Level 4 students should be able to interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values.                             |
| <b>THRESHOLD ALD</b><br><b>Functions Targets E and F</b>                                      |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify whether an input/output pair satisfies a function.</li> <li>Compare properties of two linear functions represented in the same way (algebraically, graphically, or in a table).</li> <li>Construct a table to represent a linear relationship between two quantities.</li> <li>Qualitatively describe a graph of a linear function.</li> </ul>   | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Classify functions as linear or nonlinear on the basis of the algebraic representation.</li> <li>Determine the rate of change and the initial value of a function.</li> <li>Know linear equations of the form <math>y = mx + b</math> are functions.</li> <li>Compare properties of two linear functions represented in different ways (algebraically, graphically, or in a table).</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Interpret the rate of change and initial value of a linear function in terms of its graph.</li> </ul>                    |



| Geometry   |  |   |  |  |
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| <b>RANGE ALD</b><br><b>Target G:</b> Understand congruence and similarity using physical models, transparencies, or geometry software. | Level 1 students should be able to identify reflections, rotations, and translations and the result of these rigid motions on figures.   | Level 2 students should be able to construct reflections and translations of figures in a coordinate plane and identify dilations and the results of dilations on figures.  | Level 3 students should be able to understand and describe the impact of a transformation on a figure and its component parts with or without coordinates. They should be able to use or describe a sequence of transformations to determine or exhibit the congruence of two figures. They should also be able to construct rotations and dilations of figures in a coordinate plane. | Level 4 students should be able to describe a sequence that exhibits the similarity between two shapes and understand that the angle measures are unchanged.   |
| <b>RANGE ALD</b><br><b>Target H:</b> Understand and apply the Pythagorean theorem.   | Level 1 students should be able to identify the hypotenuse and the legs of a right triangle given the side lengths or an image of a right triangle.                                | Level 2 students should be able to apply the Pythagorean theorem to determine whether or not a given triangle is a right triangle, given its side lengths. They should be able to find the distance between two points on a horizontal or vertical line in a two-dimensional coordinate system. | Level 3 students should be able to apply the Pythagorean theorem to determine the unknown side lengths of right triangles and to find the distance between two points in a coordinate system in two dimensions.  | Level 4 students should be able to apply the Pythagorean theorem to find the distance between two points in a coordinate system in three dimensions.   |
| <b>THRESHOLD ALD</b><br><b>Geometry Targets G and H</b>  |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Construct reflections across an axis and translations of figures in a coordinate plane.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Predict the location of point P after a transformation.</li> <li>Know that sequences of translations, rotations, and reflections on a figure always result in a congruent figure.</li> <li>Construct rotations of figures in a coordinate plane.</li> </ul>                              | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Describe the impact of two transformations, including a dilation, on a figure.</li> <li>Identify or draw the relevant right triangle in a three-dimensional figure, given coordinates or a diagram.</li> </ul> |
| Concepts and Procedures: Domain #2   |  |   |  |  |
| The Number System  |  |   |  |  |
| <b>RANGE ALD</b><br><b>Target A:</b> Know that there are numbers that are not rational and approximate them by rational numbers.       | Level 1 students should be able to identify square roots of numbers less than 100; identify pi as not rational; and understand that every rational number has a decimal expansion. | Level 2 students should be able to identify approximate locations of familiar irrational numbers on a number line; identify numbers as rational or irrational; and convert between fractions and terminating decimals.  | Level 3 students should be able to use rational approximations of irrational numbers to locate them on a number line and to make numerical comparisons; convert between fractions and repeating decimals; and compare rational numbers.  | Level 4 students should be able to approximate irrational numbers to a specified level of precision and should be able to use the approximations to solve problems or estimate the value of an expression.   |
| <b>THRESHOLD ALD</b><br><b>The Number System Target A</b>  |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify numbers as rational or irrational.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Convert from fractions to repeating decimals.</li> <li>Use rational approximations of familiar irrational numbers to make numerical comparisons.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Approximate irrational numbers between two integers to a specified level of precision.</li> </ul>  |

| Geometry   |   |  |  |   |
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| <b>RANGE ALD</b><br><b>Target I:</b> Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. | Level 1 students should be able to identify the key dimensions (i.e., radii, heights, circumferences, and diameters) of cones, cylinders, and spheres.  | Level 2 students should be able to identify the appropriate formula for the volumes of a cone, a cylinder, and a sphere and should be able to connect the key dimensions to the appropriate locations in the formula.  | Level 3 students should be able to calculate the volumes of cones, cylinders, and spheres in direct and familiar mathematical and real-world problems.   | Level 4 students should be able to solve unfamiliar or multi-step problems involving volumes of cones, cylinders, and spheres.  |
| <b>THRESHOLD ALD</b><br><b>Geometry Target I</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify the appropriate formula for the volume of a cylinder and connect the key dimensions to the appropriate location in the formula.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Calculate the volume of a cylinder in direct and familiar mathematical and real-world problems.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Solve unfamiliar or multi-step problems involving volumes of cylinders.</li> </ul>              |
| Statistics and Probability   |   |  |  |   |
| <b>RANGE ALD</b><br><b>Target J:</b> Investigate patterns of association in bivariate data.  | Level 1 students should be able to investigate a scatter plot for clustering between two quantities and construct a scatter plot from given data. They should be able to construct a two-way frequency table of given categorical data. | Level 2 students should be able to investigate a scatter plot for positive, negative, and linear association and informally fit a line to data for a given scatter plot that suggests a linear association. They should be able to calculate frequencies from categorical data in a two-way frequency table. | Level 3 students should be able to investigate a scatter plot for patterns such as outliers and nonlinear association. They should be able to write an equation for the trend line or line of best fit for a given scatter plot with a linear association. They should also be able to interpret and use relative frequencies from a two-way table to describe possible association between two variables. | Level 4 students should be able to use scatter plots, trend lines, and associations between variables in two-way frequency tables to make predictions in real-world situations.               |
| <b>THRESHOLD ALD</b><br><b>Statistics and Probability Target J</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Identify what a linear pattern looks like from a given scatter plot.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Describe outliers for a given scatter plot.</li> </ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Use the trend line or line of best fit to make predictions in real-world situations.</li> </ul> |

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| <b>OVERALL CLAIM:</b> Students can demonstrate progress toward college and career readiness in mathematics.  | <b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   | <b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.  | <b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.  | <b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.   |
| <b>CLAIM 2:</b> Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.                           | <b>CONTENT ALD:</b> The Level 1 student can make sense of and solve simple and familiar well-posed problems in pure and applied mathematics with a high degree of scaffolding, making minimal use of basic problem-solving strategies and given tools.   | <b>CONTENT ALD:</b> The Level 2 student can make sense of and solve familiar well-posed problems in pure and applied mathematics with a moderate degree of scaffolding, making partial use of knowledge, basic problem-solving strategies, and tools.   | <b>CONTENT ALD:</b> The Level 3 student can make sense of and persevere in solving a range of unfamiliar well-posed problems in pure and applied mathematics with a limited degree of scaffolding, making adequate use of knowledge and appropriate problem-solving strategies and strategic use of appropriate tools. | <b>CONTENT ALD:</b> The Level 4 student can make sense of and persevere in solving a range of complex and unfamiliar well-posed problems in pure and applied mathematics with no scaffolding, making thorough use of knowledge and problem-solving strategies and strategic use of appropriate tools. |
| <b>CLAIM 4:</b> Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.  | <b>The Level 1 student can identify familiar real-world scenarios for analysis and can use simple mathematical models and given tools to solve basic problems.</b>   | <b>The Level 2 student can reason quantitatively to analyze familiar real-world scenarios and can use mathematical models and given tools to partially interpret and solve basic problems.</b>  | <b>The Level 3 student can reason abstractly and quantitatively to analyze complex, real-world scenarios and to construct and use mathematical models and appropriate tools strategically to adequately interpret and solve problems.</b>  | <b>The Level 4 student can reason abstractly and quantitatively to analyze unfamiliar complex, real-world scenarios, to construct and use complex mathematical models and appropriate tools strategically to thoroughly interpret and solve problems, and to synthesize results.</b>                  |
| <b>Problem Solving &amp; Modeling and Data Analysis</b>  |  |   |  |   |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target A:</b> Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.  | Level 1 students should be able to identify important quantities in the context of a familiar situation and translate words to equations or other mathematical formulation. When given the correct math tool(s), students should be able to apply the tool(s) to problems with a high degree of scaffolding. | Level 2 students should be able to identify important quantities in the context of an unfamiliar situation and to select tools to solve a familiar and moderately scaffolded problem or to solve a less familiar or a non-scaffolded problem with partial accuracy. Students should be able to provide solutions to familiar problems using an appropriate format (e.g., correct units, etc.). They should be able to interpret information and results in the context of a familiar situation. | Level 3 students should be able to map, display, and identify relationships, use appropriate tools strategically, and apply mathematics accurately in everyday life, society, and the workplace. They should be able to interpret information and results in the context of an unfamiliar situation.                   | Level 4 students should be able to analyze and interpret the context of an unfamiliar situation for problems of increasing complexity and solve problems with optimal solutions.  |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target B:</b> Select and use appropriate tools strategically.   |  |   |  |   |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target C:</b> Interpret results in the context of a situation.  |  |   |  |   |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target D:</b> Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). |  |   |  |   |

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| <b>CLAIM 4 RANGE ALD</b><br><b>Target A:</b> Apply mathematics to solve problems arising in everyday life, society, and the workplace.   | Level 1 students should be able to apply mathematics to solve familiar problems arising in everyday life, society, and the workplace by identifying important quantities and by beginning to develop a model. | Level 2 students should be able to apply mathematics to propose solutions by identifying important quantities, locating missing information from relevant external resources, beginning to construct chains of reasoning to connect with a model, producing partial justification and interpretations, and beginning to state logical assumptions.   | Level 3 students should be able to apply mathematics to solve unfamiliar problems arising in everyday life, society, and the workplace by identifying important quantities and mapping, displaying, explaining, or applying their relationship and by locating missing information from relevant external resources. They should be able to construct chains of reasoning to justify a model used, produce justification of interpretations, state logical assumptions, and compare and contrast multiple plausible solutions. | Level 4 students should be able to apply mathematics to solve unfamiliar problems by constructing chains of reasoning to analyze a model, producing and analyzing justification of interpretations, stating logical assumptions, and constructing and comparing/contrasting multiple plausible solutions and approaches.   |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target B:</b> Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.       |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target C:</b> State logical assumptions being used.   |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target D:</b> Interpret results in the context of a situation.  |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target E:</b> Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.                                    |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target F:</b> Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target G:</b> Identify, analyze, and synthesize relevant external resources to pose or solve problems.  |   |  |  |  |
| <b>THRESHOLD ALD</b><br><b>Claims 2 and 4</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"><li>• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.</li><li>• Use the necessary elements given in a problem situation to solve a problem.</li><li>• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.</li></ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"><li>• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.</li><li>• Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.</li></ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"><li>• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.</li><li>• Begin to solve problems optimally.</li><li>• Construct multiple plausible solutions and approaches.</li></ul> |

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| <i><b>OVERALL CLAIM:</b> Students can demonstrate progress toward college and career readiness in mathematics.</i>   | <i><b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i><b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i><b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i><b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i><b>CLAIM 3:</b> Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</i>             | <i><b>CONTENT ALD:</b> The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.</i>   | <i><b>CONTENT ALD:</b> The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.</i>   | <i><b>CONTENT ALD:</b> The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.</i>   | <i><b>CONTENT ALD:</b> The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.</i>   |
| <b>Communicating Reasoning</b>   |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target A:</b> Test propositions or conjectures with specific examples.  | Level 1 students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.  | Level 2 students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold. | Level 3 students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold. | Level 4 students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or does not apply. |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target B:</b> Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.                       |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target C:</b> State logical assumptions being used.   |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target D:</b> Use the technique of breaking an argument into cases.   |   |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target E:</b> Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. |   |  |  |   |
| <b>Claim 3 RANGE ALD</b><br><b>Target F:</b> Base arguments on concrete referents such as objects, drawings, diagrams, and actions.                                      |   |  |  |   |

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| <b>CLAIM 3 RANGE ALD</b><br><b>Target G:</b> At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.) |  |   |  |   |
| <b>THRESHOLD ALD</b><br><b>Claim 3</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"><li>Find and identify the flaw in an argument.</li></ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"><li>Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.</li><li>Use previous information to support his or her own reasoning on a routine problem.</li></ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"><li>Begin to construct chains of logic about abstract concepts autonomously.</li></ul> |

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| <i><b>OVERALL CLAIM:</b> Students can demonstrate college and career readiness in mathematics.</i>  | <i><b>POLICY ALD:</b> The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i><b>POLICY ALD:</b> The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i><b>POLICY ALD:</b> The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i><b>POLICY ALD:</b> The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  |
| <i><b>CLAIM 1:</b> Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</i> | <i><b>CONTENT ALD:</b> The Level 1 student can minimally explain and in a minimal way apply mathematical concepts. The Level 1 student interprets and carries out mathematical procedures with minimal precision and fluency.</i>   | <i><b>CONTENT ALD:</b> The Level 2 student can partially explain and partially apply mathematical concepts. The Level 2 student interprets and carries out mathematical procedures with partial precision and fluency.</i>   | <i><b>CONTENT ALD:</b> The Level 3 student can adequately explain and adequately apply mathematical concepts. The Level 3 student interprets and carries out mathematical procedures with adequate precision and fluency.</i>  | <i><b>CONTENT ALD:</b> The Level 4 student can thoroughly explain and accurately apply mathematical concepts. The Level 4 student interprets and carries out mathematical procedures with high precision and fluency.</i>   |
| <b>Concepts and Procedures: Domain #1</b>   |   |  |  |   |
| <b>Algebra</b>  |   |  |  |   |
| <b>RANGE ALD</b><br><b>Target D:</b> Interpret the structure of expressions.  | Level 1 students should be able to identify parts of an expression, such as terms, factors, coefficients, exponents, etc.   | Level 2 students should be able to interpret parts of an expression, such as terms, factors, coefficients, exponents, etc., and interpret simple compound expressions by viewing one or more of their parts as a single entity. They should also be able to recognize equivalent forms of linear expressions.  | Level 3 students should be able to recognize equivalent forms of expressions and use the structure of an expression to identify ways to rewrite it. They should be able to interpret complicated expressions by viewing one or more of their parts as a single entity.   | Level 4 students should be able to look for and use structure and repeated reasoning to make generalizations about the possible equivalent forms expressions can have, e.g., a quadratic expression can always be represented as the product of two factors containing its roots. |
| <b>RANGE ALD</b><br><b>Target E:</b> Write expressions in equivalent forms to solve problems.   | Level 1 students should be able to write a quadratic expression with integer coefficients and a leading coefficient of 1 in an equivalent form by factoring. They should be able to use properties of exponents to expand a single variable (coefficient of 1) with a positive integer exponent into an equivalent form and vice versa, e.g., $x^3 = xxx$ . | Level 2 students should be able write a quadratic expression with integer coefficients in an equivalent form by factoring or by completing the square. They should be able to use properties of exponents to expand a repeated single variable (coefficient of 1) with a nonnegative integer exponent into an equivalent form and vice versa, e.g., $x^0x^2x^3 = xxxxx = x^{2+3}$ .  | Level 3 students should be able to write a quadratic expression with rational coefficients in an equivalent form by factoring and by completing the square. They should be able to identify and use the zeros to solve or explain familiar problems, and they should be able to use properties of exponents to write equivalent forms of exponential functions with one or more variables, integer coefficients, and nonnegative rational exponents involving operations of addition, subtraction, and multiplication, including distributing an exponent across terms within parentheses. | Level 4 students should be able to find the maximum or minimum values of a quadratic function. They should be able to choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems.                                     |
| <b>RANGE ALD</b><br><b>Target F:</b> Perform arithmetic operations on polynomials.  | Level 1 students should be able to add, subtract, and multiply single-variable polynomials of degree 2 or less.   | Level 2 students should be able to add, subtract, and multiply multi-variable polynomials made up of monomials of degree 2 or less. They should understand that polynomials are closed under addition.   | Level 3 students should be able to add, subtract, and multiply multi-variable polynomials of any degree and understand that polynomials are closed under subtraction and multiplication.   | Level 4 students should understand and be able to explain that polynomials form a system analogous to the integers.   |
| <b>RANGE ALD</b><br><b>Target G:</b> Create equations that describe numbers or relationships.   | Level 1 students should be able to create and use one-step linear equations in one variable to model a familiar situation and to solve a familiar problem.  | Level 2 students should be able to create and use quadratic equations, linear equations, and linear inequalities in one and two variables to model a familiar situation and to solve a familiar problem. They should be able to graph a linear or a quadratic equation in two variables and be able to rearrange a familiar formula or an unfamiliar linear formula in one or two variables for a particular given quantity. | Level 3 students should be able to create and use linear, quadratic, and rational equations and inequalities and exponential equations with an integer base and a polynomial exponent in multiple variables to model an unfamiliar situation and to solve an unfamiliar problem. They should be able to graph an equation in two variables and be able to rearrange a linear, a quadratic, an absolute, a rational, or a cubic multi-variable formula for a particular given quantity.   | Level 4 students should be able to rearrange polynomial, logarithmic, exponential, or trigonometric formulas with one or more variables to highlight a quantity of interest and be able to analyze in context to determine which quantity is of interest.                         |

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| <b>RANGE ALD</b><br><b>Target H:</b> Understand solving equations as a process of reasoning and explain the reasoning. | Level 1 students should be able to explain solution steps for solving one-step linear equations in one variable.                                | Level 2 students should be able to look for and make use of structure to solve simple radical equations and simple rational equations in one variable in which the variable term is in the numerator and should understand the solution steps as a process of reasoning. They should be able to understand and explain solution steps for solving linear equations in one variable as a process of reasoning.  | Level 3 students should be able to look for and make use of structure to solve simple radical and rational equations in one variable presented in various forms. They should be able to understand and explain solution steps for solving quadratic, radical, and rational equations in one variable as a process of reasoning.  | Level 4 students should be able to give examples showing how extraneous solutions may arise and why they arise when solving linear, quadratic, radical, and rational equations.  |
| <b>RANGE ALD</b><br><b>Target I:</b> Solve equations and inequalities in one variable.                                 | Level 1 students should be able to solve one-step linear equations in one variable.   | Level 2 students should be able to solve one-step linear inequalities and quadratic equations in one variable with integer roots.  | Level 3 students should be able to solve multi-step linear equations and inequalities and quadratic equations in one variable with real roots.   | Level 4 students should be able to solve quadratic equations in one variable with complex roots.   |
| <b>RANGE ALD</b><br><b>Target J:</b> Represent and solve equations and inequalities graphically.                       | Level 1 students should be able to represent a linear equation with an integer-valued slope in two variables graphically on a coordinate plane. | Level 2 students should be able to represent linear equations and inequalities and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane and should understand that the plotted line or curve represents the solution set to an equation. They should be able to graph and estimate the solution of systems of linear equations.  | Level 3 students should be able to represent polynomial, rational, absolute value, exponential, and logarithmic functions graphically. They should be able to graph and estimate the solution of systems of equations and systems of linear inequalities. They should understand that the plotted line, curve, or region represents the solution set to an equation or inequality.   | Level 4 students should be able to explain why the x-coordinates of the points where $f(x)$ and $g(x)$ intersect compose the solution to $f(x) = g(x)$ .   |
| <b>THRESHOLD ALD</b><br><b>Algebra Targets D, E, F, G, H, I, and J</b>   |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>• Use linear equations in one and two variables and inequalities in one variable to model a familiar situation and to solve a familiar problem.</li> <li>• Explain solution steps for solving linear equations and solve a simple radical equation.</li> <li>• Use properties of exponents to expand a single variable (coefficient of 1) repeated up to two times with a nonnegative integer exponent into an equivalent form and vice versa, e.g., <math>x^2x^3 = xxxx = x^{2+3}</math>.</li> <li>• Solve one-step linear equations and inequalities in one variable and understand the solution steps as a process of reasoning.</li> <li>• Represent linear equations and quadratic equations with integer coefficients in one and two variables graphically on a coordinate plane.</li> <li>• Recognize equivalent forms of linear expressions and write a quadratic expression with integer-leading coefficients in an equivalent form by factoring.</li> <li>• Add multi-variable polynomials made up of monomials of degree 2 or less.</li> <li>• Graph and estimate the solution of systems of linear equations.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>• Create and use quadratic inequalities in two variables to model a situation and to solve a problem.</li> <li>• Write a quadratic expression in one variable with rational coefficients in an equivalent form by factoring, identify its zeros, and explain the solution steps as a process of reasoning.</li> <li>• Use properties of exponents to write equivalent forms of exponential functions with one or more variables with integer coefficients with nonnegative integer exponents involving operations of addition, subtraction, and multiplication without requiring distribution of an exponent across parentheses.</li> <li>• Solve a quadratic equation with integer roots in standard form.</li> <li>• Represent polynomial and exponential functions graphically and estimate the solution of systems of equations displayed graphically.</li> <li>• Understand that the plotted line, curve, or region represents the solution set to an equation or inequality.</li> <li>• Add and subtract multi-variable polynomials of any degree and understand that polynomials are closed under subtraction.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>• Choose an appropriate equivalent form of an expression in order to reveal a property of interest when solving problems.</li> <li>• Solve a formula for any variable in the formula.</li> <li>• Provide an example that would lead to an extraneous solution when solving linear, quadratic, radical, and rational equations.</li> <li>• Use a variety of methods such as factoring, completing the square, quadratic formula, etc., to solve equations and to find minimum and maximum values of quadratic equations.</li> </ul> |



| Functions  |   |   |  |  |
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| <b>RANGE ALD</b><br><b>Target K:</b> Understand the concept of a function and use function notations.      | Level 1 students should be able to distinguish between functions and nonfunctions. They should be able to state the domain and range given a graph.   | Level 2 students should understand the concept of a function in order to distinguish a relation as a function or not a function. They should be able to identify domain and range of a function given a graph of a quadratic, linear, cubic, or absolute function, and they should understand that the graph of a function $f(x)$ is the graph of the equation $y = f(x)$ .   | Level 3 students should be able to use function notation to evaluate a function given in function notation for a particular input. They should be able to identify the domain and range for any given function presented in any form, e.g., as a graph, a verbal description, or a sequence.   | Level 4 students should be able to find the input for a given output when given in function notation.  |
| <b>RANGE ALD</b><br><b>Target L:</b> Interpret functions that arise in applications in terms of a context. | Level 1 students should be able to interpret linear functions in context, and given the key features of a linear graph, they should be able to identify the appropriate graph.  | Level 2 students should be able to interpret quadratic and other polynomial functions in two variables in context of the situation, and given the key features of a graph of a polynomial function, they should be able to identify the appropriate graph. They should be able to specify the average rate of change from an equation of a linear function and approximate it from a graph of a linear function.  | Level 3 students should be able to graph various types of functions and interpret and relate key features, including range and domain, in familiar or scaffolded contexts. They should be able to specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph. | Level 4 students should be able to interpret complex key features such as holes, symmetries, and end behavior of graphs and functions in unfamiliar problems or contexts.  |
| <b>RANGE ALD</b><br><b>Target M:</b> Analyze functions using different representations.                    | Level 1 students should be able to graph a linear function by hand or by using technology. They should be able to compare properties of two linear functions represented in different ways. They should be able to identify equivalent forms of linear functions. | Level 2 students should be able to graph linear and quadratic functions by hand; graph square root, cube root, piecewise-defined, polynomial, exponential, and logarithmic functions by hand or by using technology; compare properties of two quadratic or two other functions of the same type, i.e., linear to linear, represented in different ways; and understand equivalent forms of linear and quadratic functions. They should be able to compare properties of two trigonometric functions represented in the same way. | Level 3 students should be able to analyze and compare properties of two functions of different types represented in different ways and understand equivalent forms of functions. They should be able to graph trigonometric functions by hand and by using technology.  | Level 4 students should be able to graph a variety of functions, including linear, quadratic, square root, cube root, piecewise-defined, polynomial, exponential, logarithmic, and trigonometric, by hand and by using technology. They should be able to analyze and explain relationships between various types of functions and the behaviors of the functions and be able to determine which equivalent form is most appropriate for a given task. |
| <b>RANGE ALD</b><br><b>Target N:</b> Build a function that models a relationship between two quantities.   | Level 1 students should be able to identify an explicit or a recursive function and determine the steps for calculation from a context requiring up to two steps. They should be able to add and subtract two linear functions.                                   | Level 2 students should be able to build an explicit or a recursive function to describe or model a relationship between two quantities and determine the steps for calculation from a context. They should be able to add, subtract, and multiply linear and quadratic functions.  | Level 3 students should be able to translate between explicit and recursive forms of a function. They should be able to add, subtract, multiply, and divide functions.   | Level 4 students should be able to determine when it is appropriate to combine functions using arithmetic operations in context.   |

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| THRESHOLD ALD<br>Functions Targets K, L, M, and N  |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"><li>• Understand the concept of a function in order to distinguish a relation as a function or not a function.</li><li>• Interpret quadratic functions in context, and given the key features of a graph, the student should be able to identify the appropriate graph.</li><li>• Graph quadratic functions by hand or by using technology.</li><li>• Identify properties of two linear or two quadratic functions.</li><li>• Understand equivalent forms of linear and quadratic functions.</li><li>• Build an explicit function to describe or model a relationship between two quantities.</li><li>• Add, subtract, and multiply linear functions.</li></ul> | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"><li>• Identify the domain and range of linear, quadratic, and exponential functions presented in any form.</li><li>• Use function notation to evaluate a function for numerical or monomial inputs.</li><li>• Appropriately graph and interpret key features of linear, quadratic, and exponential functions in familiar or scaffolded contexts and specify the average rate of change of a function on a given domain from its equation or approximate the average rate of change of a function from its graph.</li><li>• Graph linear, quadratic, logarithmic, and exponential functions by hand and by using technology.</li><li>• Analyze and compare properties of a linear function to properties of another function of any type.</li><li>• Build a recursive function to describe or model a relationship between two quantities.</li><li>• Divide linear functions.</li></ul> | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"><li>• Find the input of a function when given the function in function notation and the output, or find the output when given the input.</li><li>• Describe complex features such as holes, symmetries, and end behavior of the graph of a function.</li><li>• Graph functions both by hand and by using technology.</li></ul> |
| Statistics and Probability   |  |   |  |  |
| RANGE ALD<br>Target P: Summarize, represent, and interpret data on a single count or measurement variable. | Level 1 students should be able to describe a data set in terms of center and spread and represent data graphically.   | Level 2 students should be able to describe and use appropriate statistics to interpret and explain differences in shape, center, and spread of two or more different data sets, including box plots, histograms, or dot plots, representing familiar contexts. They should be able to identify the mean and the median and select the appropriate one for representing the center of the data for data sets.   | Level 3 students should be able to use appropriate statistics to interpret, explain, and summarize differences in shape, center, and spread of two or more different data sets of varying complexity and levels of familiarity, including the effect of outliers. They should be able to select the appropriate choice of spread as interquartile range or standard deviation based on the selection of center and use the standard deviation of a data set to fit to a normal distribution.   | Level 4 students should be able to interpret data to explain why a data value is an outlier and interpret and explain differences in the approximate areas under the normal curve of two or more data sets.  |
| THRESHOLD ALD<br>Statistics and Probability<br>Target P  |  | <p>The student who just enters Level 2 should be able to:</p> <ul style="list-style-type: none"><li>• Describe the differences in shape, center, and spread of two or more different data sets representing familiar contexts.</li></ul>  | <p>The student who just enters Level 3 should be able to:</p> <ul style="list-style-type: none"><li>• Select the appropriate choice of spread as interquartile range or standard deviation based on the selection of the measure of center.</li></ul>  | <p>The student who just enters Level 4 should be able to:</p> <ul style="list-style-type: none"><li>• Interpret data to explain why a data value is an outlier.</li></ul>  |
| Concepts and Procedures: Domain #2   |  |   |  |  |
| Quantities   |  |   |  |  |
| RANGE ALD<br>Target C: Reason quantitatively and use units to solve problems.                              | Level 1 students should be able to choose the units in a formula, correctly scale a graph with unit increments, and identify a quantity from a graph with a scale in unit increments of a specified measurement. | Level 2 students should be able to reason quantitatively to choose and interpret the units in a formula given in a familiar context, including making measurement conversions between simple units and identifying a quantity from a graph with the scale in increments of various sizes. They should be able to use units to guide the solution of a familiar multi-step problem with scaffolding.   | Level 3 students should be able to reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making measurement conversions between compound units, and to define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model. They should be able to identify appropriate levels of measurement precision in context and to choose and interpret the scale and origin of a graph or data display. They should be able to use units to guide the solution of an unfamiliar multi-step problem without scaffolding.   | Level 4 students should be able to define appropriate quantities or measurements in unfamiliar contexts with little to no scaffolding to construct a model.  |

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| <b>THRESHOLD ALD</b><br><b>Quantities Target C</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Choose and interpret the correct units in a formula given in a familiar context, including making measurement conversions between simple units.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Reason quantitatively to choose and interpret the units in a formula given in an unfamiliar context, including making compound measurement conversions.</li> <li>Define appropriate quantities or measurements in familiar contexts with some scaffolding to construct a model.</li> <li>Choose the scale and origin of a graph or data display.</li> </ul>          | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Define appropriate quantities or measurements in unfamiliar contexts with some scaffolding to construct a model.</li> </ul> |
| <b>Number and Quantity</b>   |  |   |  |   |
| <b>RANGE ALD</b><br><b>Target A:</b> Extend the properties of exponents to rational exponents.                 | Level 1 students should be able to rewrite expressions with rational exponents of the form $(1/n)$ to radical form and vice versa.   | Level 2 students should be able to look for and use structure to extend the properties of integer exponents to multiply and divide expressions with rational exponents that have common denominators.   | Level 3 students should be able to rewrite expressions with rational exponents of the form $(m/n)$ to radical form, and vice versa, and look for and use structure to extend the properties of integer exponents to all laws of exponents on radical expressions and expressions with rational exponents.  | Level 4 students should be able to identify the exponent property used when rewriting expressions and recognize when laws of exponents cannot be used to rewrite an expression.   |
| <b>RANGE ALD</b><br><b>Target B:</b> Use properties of rational and irrational numbers.                        | Level 1 students should be able to identify the difference between a rational and an irrational number.  | Level 2 students should be able to perform operations on rational and irrational numbers and should be able to look for and use repeated reasoning to understand that the rational numbers are closed under addition and multiplication.  | Level 3 students should be able to look for and use repeated reasoning to understand and explain that the sum and product of a rational number and a nonzero irrational number are irrational.   | Level 4 students should be able to provide a specific example given a generalization statement, such as the sum of a rational number and an irrational number is irrational.  |
| <b>THRESHOLD ALD</b><br><b>Number and Quantity Targets A and B</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Extend the properties of integer exponents to multiply expressions with rational exponents that have common denominators.</li> <li>Perform operations on rational numbers and familiar irrational numbers.</li> <li>Understand that rational numbers are closed under addition and multiplication.</li> </ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Apply all laws of exponents on expressions with exponents that have common denominators.</li> <li>Rewrite expressions with rational exponents of the form <math>(m/n)</math> to radical form and vice versa.</li> <li>Use repeated reasoning to recognize that the sums and products of a rational number and a nonzero irrational number are irrational.</li> </ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Explain the relationship between properties of integer exponents and properties of rational exponents.</li> </ul>           |
| <b>Similarity, Right Triangles, and Trigonometry</b>   |  |   |  |   |
| <b>RANGE ALD</b><br><b>Target O:</b> Define trigonometric ratios and solve problems involving right triangles. | Level 1 students should be able to identify trigonometric ratios and use the Pythagorean Theorem to solve for the missing side in a right triangle in familiar real-world or mathematical contexts with scaffolding. | Level 2 students should be able to define trigonometric ratios and should know the relationship between the sine and cosine of complementary angles. They should be able to use the Pythagorean Theorem in unfamiliar problems and trigonometric ratios in familiar problems to solve for the missing side in a right triangle with some scaffolding.   | Level 3 students should be able to use the Pythagorean Theorem, trigonometric ratios, and the sine and cosine of complementary angles to solve unfamiliar problems with minimal scaffolding involving right triangles, finding the missing side or missing angle of a right triangle.  | Level 4 students should be able to solve unfamiliar, complex, or multi-step problems without scaffolding involving right triangles.   |
| <b>THRESHOLD ALD</b><br><b>Similarity, Right Triangles, and Trigonometry Target O</b>                          |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"> <li>Use the Pythagorean Theorem in unfamiliar problems to solve for the missing side in a right triangle with some scaffolding.</li> </ul>  | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"> <li>Use trigonometric ratios and the sine and cosine of complementary angles to find missing angles or sides of a given right triangle with minimal scaffolding.</li> </ul>  | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"> <li>Solve right triangle problems with multiple stages and in compound figures without scaffolding.</li> </ul>                  |

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| <i>OVERALL CLAIM: Students can demonstrate college and career readiness in mathematics.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i>CLAIM 2: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.</i>                           | <i>CONTENT ALD: The Level 1 student can make sense of and solve simple and familiar well-posed problems in pure and applied mathematics with a high degree of scaffolding, making minimal use of basic problem-solving strategies and given tools.</i>   | <i>CONTENT ALD: The Level 2 student can make sense of and solve familiar well-posed problems in pure and applied mathematics with a moderate degree of scaffolding, making partial use of knowledge, basic problem-solving strategies, and tools.</i>   | <i>CONTENT ALD: The Level 3 student can make sense of and persevere in solving a range of unfamiliar well-posed problems in pure and applied mathematics with a limited degree of scaffolding, making adequate use of knowledge and appropriate problem-solving strategies and strategic use of appropriate tools.</i> | <i>CONTENT ALD: The Level 4 student can make sense of and persevere in solving a range of complex and unfamiliar well-posed problems in pure and applied mathematics with no scaffolding, making thorough use of knowledge and problem-solving strategies and strategic use of appropriate tools.</i> |
| <i>CLAIM 4: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</i>  | <i>The Level 1 student can identify familiar real-world scenarios for analysis and can use simple mathematical models and given tools to solve basic problems.</i>   | <i>The Level 2 student can reason quantitatively to analyze familiar real-world scenarios and can use mathematical models and given tools to partially interpret and solve basic problems.</i>  | <i>The Level 3 student can reason abstractly and quantitatively to analyze complex, real-world scenarios and to construct and use mathematical models and appropriate tools strategically to adequately interpret and solve problems.</i>  | <i>The Level 4 student can reason abstractly and quantitatively to analyze unfamiliar complex, real-world scenarios, to construct and use complex mathematical models and appropriate tools strategically to thoroughly interpret and solve problems, and to synthesize results.</i>                  |
| <b>Problem Solving &amp; Modeling and Data Analysis</b>  |  |   |  |   |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target A:</b> Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.  | Level 1 students should be able to identify important quantities in the context of a familiar situation and translate words to equations or other mathematical formulation. When given the correct math tool(s), students should be able to apply the tool(s) to problems with a high degree of scaffolding. | Level 2 students should be able to identify important quantities in the context of an unfamiliar situation and to select tools to solve a familiar and moderately scaffolded problem or to solve a less familiar or a non-scaffolded problem with partial accuracy. Students should be able to provide solutions to familiar problems using an appropriate format (e.g., correct units, etc.). They should be able to interpret information and results in the context of a familiar situation. | Level 3 students should be able to map, display, and identify relationships, use appropriate tools strategically, and apply mathematics accurately in everyday life, society, and the workplace. They should be able to interpret information and results in the context of an unfamiliar situation.                   | Level 4 students should be able to analyze and interpret the context of an unfamiliar situation for problems of increasing complexity and solve problems with optimal solutions.  |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target B:</b> Select and use appropriate tools strategically.   |  |   |  |   |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target C:</b> Interpret results in the context of a situation.  |  |   |  |   |
| <b>CLAIM 2 RANGE ALD</b><br><b>Target D:</b> Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). |  |   |  |   |

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| <b>CLAIM 4 RANGE ALD</b><br><b>Target A:</b> Apply mathematics to solve problems arising in everyday life, society, and the workplace.   | Level 1 students should be able to apply mathematics to solve familiar problems arising in everyday life, society, and the workplace by identifying important quantities and by beginning to develop a model. | Level 2 students should be able to apply mathematics to propose solutions by identifying important quantities, locating missing information from relevant external resources, beginning to construct chains of reasoning to connect with a model, producing partial justification and interpretations, and beginning to state logical assumptions.   | Level 3 students should be able to apply mathematics to solve unfamiliar problems arising in everyday life, society, and the workplace by identifying important quantities and mapping, displaying, explaining, or applying their relationship and by locating missing information from relevant external resources. They should be able to construct chains of reasoning to justify a model used, produce justification of interpretations, state logical assumptions, and compare and contrast multiple plausible solutions. | Level 4 students should be able to apply mathematics to solve unfamiliar problems by constructing chains of reasoning to analyze a model, producing and analyzing justification of interpretations, stating logical assumptions, and constructing and comparing/contrasting multiple plausible solutions and approaches.   |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target B:</b> Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.       |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target C:</b> State logical assumptions being used.   |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target D:</b> Interpret results in the context of a situation.  |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target E:</b> Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.                                    |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target F:</b> Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). |   |  |  |  |
| <b>CLAIM 4 RANGE ALD</b><br><b>Target G:</b> Identify, analyze, and synthesize relevant external resources to pose or solve problems.  |   |  |  |  |
| <b>THRESHOLD ALD</b><br><b>Claims 2 and 4</b>  |   | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"><li>• Select tools to solve a familiar and moderately scaffolded problem and apply them with partial accuracy.</li><li>• Use the necessary elements given in a problem situation to solve a problem.</li><li>• Apply mathematics to propose solutions by identifying important quantities and by locating missing information from relevant external resources.</li></ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"><li>• Use appropriate tools to accurately solve problems arising in everyday life, society, and the workplace.</li><li>• Apply mathematics to solve problems by identifying important quantities and mapping their relationship and by stating and using logical assumptions.</li></ul>   | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"><li>• Analyze and interpret the context of an unfamiliar situation for problems of increasing complexity.</li><li>• Begin to solve problems optimally.</li><li>• Construct multiple plausible solutions and approaches.</li></ul> |

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| <i>OVERALL CLAIM: Students can demonstrate college and career readiness in mathematics.</i>  | <i>POLICY ALD: The Level 1 student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i> | <i>POLICY ALD: The Level 2 student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   | <i>POLICY ALD: The Level 3 student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>  | <i>POLICY ALD: The Level 4 student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</i>   |
| <i>CLAIM 3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</i>                      | <i>CONTENT ALD: The Level 1 student can construct simple viable arguments with minimal clarity and precision to support his or her own reasoning in familiar contexts.</i>   | <i>CONTENT ALD: The Level 2 student can construct viable arguments with partial clarity and precision to support his or her own reasoning and to partially critique the reasoning of others in familiar contexts.</i>  | <i>CONTENT ALD: The Level 3 student can construct viable arguments with adequate clarity and precision to support his or her own reasoning and to critique the reasoning of others.</i>  | <i>CONTENT ALD: The Level 4 student can construct viable arguments with thorough clarity and precision in unfamiliar contexts to support his or her own reasoning and to critique the reasoning of others.</i>  |
| Communicating Reasoning  |  |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target A:</b> Test propositions or conjectures with specific examples.  | Level 1 students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.   | Level 2 students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold. | Level 3 students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold. | Level 4 students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or does not apply. |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target B:</b> Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.                         |  |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target C:</b> State logical assumptions being used.   |  |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target D:</b> Use the technique of breaking an argument into cases.   |  |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target E:</b> Distinguish correct logic or reasoning from that which is flawed and— if there is a flaw in the argument— explain what it is. |  |  |  |   |
| <b>CLAIM 3 RANGE ALD</b><br><b>Target F:</b> Base arguments on concrete referents such as objects, drawings, diagrams, and actions.  |  |  |  |   |

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| <b>CLAIM 3 RANGE ALD</b><br><b>Target G:</b> At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.) |  |   |  |   |
| <b>THRESHOLD ALD</b><br><b>Claim 3</b>   |  | The student who just enters Level 2 should be able to: <ul style="list-style-type: none"><li>Find and identify the flaw in an argument.</li></ul> | The student who just enters Level 3 should be able to: <ul style="list-style-type: none"><li>Use stated assumptions, definitions, and previously established results and examples to identify and repair a flawed argument.</li><li>Use previous information to support his or her own reasoning on a routine problem.</li></ul> | The student who just enters Level 4 should be able to: <ul style="list-style-type: none"><li>Begin to construct chains of logic about abstract concepts autonomously.</li></ul> |

## Appendix XII. ALDs Glossary



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| <b>Academic Words</b>      | Words that are used in diverse disciplines and appear in all types of texts (See <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a> , page 33)  |
| <b>Context</b>             | Real-world application that provides the frame for items or tasks measuring mathematical skills and processes  |
| <b>Familiar Context</b>    | Problems, situations, or constructs that are commonly introduced or used during instruction or exercises in a classroom setting  |
| <b>Fluency</b>             | The ability to perform appropriate procedures efficiently and accurately   |
| <b>Model</b>               | A representation or an example (e.g., equation, expression, drawing, diagram, tables, graph, or chart)   |
| <b>Rhetorical Features</b> | Devices that are used to manipulate language for desired effects upon readers (e.g., advocate, inform, or create suspense)   |
| <b>Rigor</b>               | With regard to assessment, the degree of challenge an item or a task presents. Rigor can contribute to, but is not the same as, difficulty. Within a set of items, there can be a range of rigor and levels of complexity. Contributing factors to an item's or a task's rigor are the degree of evidence relative to the expectations of the constructs (standards) being measured, the number of constructs being assessed, and the cognitive management the item or task requires of the student (e.g., the number of parts or pieces within a task). |
| <b>Scaffolding</b>         | Support for students within the context of an assessment item or task (e.g., leading questions, incomplete charts or graphs, or delimited text). There may be degrees of scaffolding within items; for example, highly scaffolded tasks may guide students through a series of short steps, which will build students' understanding and help them complete the task.  |
| <b>Support (use of)</b>    | A means for guiding or directing students through an item or a task, similar to scaffolding. The support referenced in the Common Core State Standards for English Language Arts (CCSS)(ELA) may include direct verbal support or guidance from a parent or teacher. In an assessment item or task, support may be provided in the way the item/task is presented to the student. For example, a list of suggestions (e.g., Be sure to . . .) may be offered to students, or students may be pointed to a specific part of a text to find the answer.    |

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| <b>Technology</b>                 | The practical <a href="#">application</a> of knowledge, especially in a particular area (e.g., medical technology); a capability given by the practical application of knowledge (e.g., a car's fuel-saving technology); a manner of accomplishing a task, especially using <a href="#">technical</a> processes, methods, or knowledge (e.g., new technologies for information storage) ( <a href="http://www.merriam-webster.com/dictionary/technology">http://www.merriam-webster.com/dictionary/technology</a> )   |
| <b>Text Complexity and Levels</b> | The degree of reading challenge of texts. As students develop critical reading skills, the complexity of the texts they read will increase. Text complexity is determined by qualitative measures (e.g., meaning/purpose, text structure, language features, or knowledge demands) and quantitative measures (e.g., Lexiles). Using professional judgment and giving consideration to the reader/task demands are also part of the process for evaluating text complexity. Within any assessment, there will be a range of complexity among the texts. For the Achievement Level Descriptors, text complexity levels are designated as low, moderate, moderate-to-high, and unusually high. This is a reflection of the CCSS, indicating that the main driver of rigor and progress in ELA is the students' ability to read and comprehend increasingly complex texts; determining a main idea is a consistent, demonstrable skill, but the ideas and texts become more complex and abstract with deeper levels of meaning across grades. (See <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a> , pages 2-16 and resource listed on page 3 of this glossary) |
| <b>Tiers One, Two, and Three</b>  | Levels that rank words in terms of their commonality and applicability. All three levels are vital to vocabulary development, communication, and comprehension. Tier One words are those of everyday speech, usually those learned in early grades. Tier Two words are referred to in the CCSS as "general academic words" and are those words that appear across many types of written texts more frequently than in speech; these words are highly generalizable. Tier Three words are words specific to a domain or field of study. (See <a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a> , pages 33-35)  |
| <b>Unfamiliar Context</b>         | Problems, situations, or constructs that are not typically introduced or used during instruction or exercises in a classroom setting  |

**Resources**

<http://www.corestandards.org/the-standards>

Hess, K. & Biggam, S. (2004). A Discussion of “Increasing Text Complexity.” An article produced in partnership with the New Hampshire, Rhode Island, and Vermont Departments of Education.

[http://www.education.ky.gov/NR/rdonlyres/01305068-6F7F-466C-90D9-0563EE3AB665/0/Appendix\\_A.pdf](http://www.education.ky.gov/NR/rdonlyres/01305068-6F7F-466C-90D9-0563EE3AB665/0/Appendix_A.pdf)