

Oregon Extended Assessment – 2015

Grade 4 – English Language Arts Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
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| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate partial mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate superior mastery of knowledge and skills related to essentialized standards that far exceeds the requirement for proficiency. |
| Content-Specific Policy Definitions: English Language Arts (ELA) | Performance indicates that the student has extremely limited to no understanding of academic concepts aligned to essentialized standards. Demonstration of ELA Knowledge and Skill with limited success. | Performance indicates an inconsistent understanding of academic concepts aligned to essentialized standards. Demonstration of ELA Knowledge and Skill with success with low difficulty items. | Performance indicates an understanding of academic concepts aligned to essentialized standards. Demonstration of ELA Knowledge and Skill with success with medium difficulty items. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. Demonstration of ELA Knowledge and Skill with success with high difficulty items. |

Grade 4 English Language Arts ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
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| Content Area | Domain | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates extremely limited performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates limited performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates superior performance when presented with items that ask them to: |
| English Language Arts | Reading Literature | <ul style="list-style-type: none"> Answer questions about a text, nor identify a character, narrator, word, word meaning, setting, event, illustration, or main idea in text read to them. | <ul style="list-style-type: none"> Answer questions about a text, identify a character, narrator, words of 4-5 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence of 6 words or less read to them. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 5-6 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence of 7 words or more read to them, or that they read themselves. | <ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 7 letters and the meanings of those words, a setting, event, illustration, or main idea in 2 short sentences read to them, or that they read themselves. |
| | Reading Informational Text | Answer questions about a text, nor identify an | Answer questions about a text, identify an individual, | Answer questions about a text, as well as identify an | Answer questions about a text, as well as identify an |

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| | | individual, speaker, word meaning, event, idea, step, information, or main idea in text read to them. | speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence of 6 words or less read to them. | individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence of 7 words or more read to them, or that they read themselves. | individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in 2 short sentences read to them, or that they read themselves. |
| Reading Foundational Skills | | <ul style="list-style-type: none"> Identify common words, or a word used in a sentence. | <ul style="list-style-type: none"> Identify common words of 4-5 letters, and a word used in a sentence of 6 words or less read to them. | <ul style="list-style-type: none"> Identify common words of 5-6 letters, as well as a word used in a sentence of 7 words or more read to them. | <ul style="list-style-type: none"> Identify common words of 7 letters, as well as a word used in 2 short sentences read to them. |
| Writing | | <ul style="list-style-type: none"> Identify a topic or what a text is about, fact, person, setting, event, detail, beginning, ending, or word in text read to them, nor trace, copy, or write their name or 2 words. | <ul style="list-style-type: none"> Identify a topic or what a text is about, fact, person, setting, event, detail, beginning, ending, and word in a sentence of 6 words or less read to them. Low ability to trace or copy their first and last name or 2 words. | <ul style="list-style-type: none"> Identify a topic or what a text is about, fact, person, setting, event, detail, beginning, ending, and word in a sentence of 7 words or more read to them; can copy or write 3 words. | <ul style="list-style-type: none"> Identify a topic or what a text is about, fact, person, setting, event, detail, beginning, ending, and word in 2 short sentences read to them; can write 3 words from dictation. |
| Language | | <ul style="list-style-type: none"> Identify a correctly spelled word of 2 letters, | <ul style="list-style-type: none"> Identify a correctly spelled word of 2 letters, | <ul style="list-style-type: none"> Identify a correctly spelled word of 3-4 letters, | <ul style="list-style-type: none"> Identify a correctly spelled word of 4 letters, |

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| | | meanings of words, capitalized words, common punctuation, figurative language, synonyms, antonyms, or a word (noun, pronoun, verb, adjective, adverb) when used in a sentence that is read to them. | meanings of 4 letter words, capitalized words, common punctuation in a sentence of 6 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in a sentence of 6 words or less read to them. | meanings of words of 4 letters, capitalized words, common punctuation in a sentence of 7 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) used in a sentence of 7 words or more read to them. | meanings of words of 4 letters, capitalized words, common punctuation in a sentence of 8 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) used 2 short sentences read to them. |
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Oregon Extended Assessment – 2015
 GRADE 4 - Mathematics Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
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| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate partial mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate superior mastery of knowledge and skills related to essentialized standards that far exceeds the requirement for proficiency. |
| Content-Specific Policy Definitions: Mathematics | Performance indicates that the student has extremely limited to no understanding of academic concepts aligned to essentialized standards. Demonstration of Mathematics Knowledge and Skill with limited success. | Performance indicates an inconsistent understanding of academic concepts aligned to essentialized standards. Demonstration of Mathematics Knowledge and Skill with success with low difficulty items. | Performance indicates an understanding of academic concepts aligned to essentialized standards. Demonstration of Mathematics Knowledge and Skill with success with medium difficulty items. | Performance indicates superior understanding of academic concepts aligned to essentialized standards. Demonstration of Mathematics Knowledge and Skill with success with high difficulty items. |

Grade 4 Mathematics ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
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| Content Area | Domain | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates extremely limited performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates limited performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates superior performance when presented with items that ask them to: |
| Math | Operations and Algebraic Thinking | <ul style="list-style-type: none"> Identify equivalent multiplication equations | <ul style="list-style-type: none"> Identify multiplication equations involving 1-3 | <ul style="list-style-type: none"> Identify multiplication equations involving 4-7 | <ul style="list-style-type: none"> Identify multiplication equations involving 8-10 |
| | | <ul style="list-style-type: none"> Solve one-step word problems using addition or multiplication | <ul style="list-style-type: none"> Solve one-step word problems using addition 1-20 or multiplication with solutions 1-10 | <ul style="list-style-type: none"> Solve one-step word problems using multiplication with solutions 11-20 | <ul style="list-style-type: none"> Solve one-step word problems using multiplication with solutions 21-40 |
| | | <ul style="list-style-type: none"> Determine whether a number between | <ul style="list-style-type: none"> Identify numbers up to | <ul style="list-style-type: none"> Identify numbers up to 30 that are | <ul style="list-style-type: none"> Identify numbers up to 40 that are |

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| | | 1-40 is divisible by 2, 3, 5, or 10 | 10 that are divisible by 2 | divisible by 3 | divisible by 5 or 10 |
| | | <ul style="list-style-type: none"> Skip count by 2s, 3s, 5s, and 10s | <ul style="list-style-type: none"> Recognize skip counting by 2s (2-20) | <ul style="list-style-type: none"> Skip count by 2s (2-20) | <ul style="list-style-type: none"> Skip count by 3s, 5s, and 10s (2-40) |
| Number & Operations in Base Ten | | <ul style="list-style-type: none"> Use place value to compare numbers that are multiples of 10 and ones' versus tens' place | <ul style="list-style-type: none"> Identify multiples of 10: 10, 20, 30, 40 | <ul style="list-style-type: none"> Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44 | <ul style="list-style-type: none"> Identify which number is in the tens' place and ones' place |
| | | <ul style="list-style-type: none"> Match number names to numerals with numbers up to 40 | <ul style="list-style-type: none"> Match names to numerals for 1-10 | <ul style="list-style-type: none"> Match names to numerals for 11-30 | <ul style="list-style-type: none"> Match names to numerals for numbers 31-40 |
| | | <ul style="list-style-type: none"> Identify whether numbers are closer to base ten numeral above or below the given number | <ul style="list-style-type: none"> Identify numerals between 1 and 10 | <ul style="list-style-type: none"> Identify numerals between 11 and 30 | <ul style="list-style-type: none"> Identify numerals between 31 and 40 |
| | | <ul style="list-style-type: none"> Add and subtract numbers up to 40 | <ul style="list-style-type: none"> Add numbers up to 20 | <ul style="list-style-type: none"> Add numbers up to 40; subtract numbers up to 10 | <ul style="list-style-type: none"> Subtract numbers between 11 and 40 |
| | | <ul style="list-style-type: none"> Multiply numbers up to 10; match area models to the correct number up to 40 | <ul style="list-style-type: none"> Match area models 1 to 10 | <ul style="list-style-type: none"> Multiply numbers 1 to 5/ match area models 11-30 | <ul style="list-style-type: none"> Multiply numbers 6-10/ match area models 31-40 |
| | | <ul style="list-style-type: none"> Use area models to solve division problems up to 10; divide numbers up to 10 | <ul style="list-style-type: none"> Use area model to solve division problems up to 5 | <ul style="list-style-type: none"> Use area models to solve division problems up to 10 | <ul style="list-style-type: none"> Solve division problems up to 10 |
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Oregon Extended Assessment – 2015
Grade 5 – Science Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

| | Level 1 | Level 2 | Level 3 | Level 4 |
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| General Policy Definitions | Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate partial mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate mastery of knowledge and skills related to essentialized standards to measure proficiency. | Students demonstrate superior mastery of knowledge and skills related to essentialized standards that far exceeds the requirement for proficiency. |
| Content-Specific Policy Definitions: Science | Performance indicates that the student has | Performance indicates an inconsistent | Performance indicates an understanding of | Performance indicates superior understanding of |

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| | extremely limited to no understanding of academic concepts aligned to essentialized standards. Demonstration of Science Knowledge and Skill with limited success. | understanding of academic concepts aligned to essentialized standards. Demonstration of Science Knowledge and Skill with success with low difficulty items. | academic concepts aligned to essentialized standards. Demonstration of Science Knowledge and Skill with success with medium difficulty items. | academic concepts aligned to essentialized standards. Demonstration of Science Knowledge and Skill with success with high difficulty items. |
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Grade 5 Science ALDs

| | | Level 1 | Level 2 | Level 3 | Level 4 |
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| Content Area | Domain | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates extremely limited performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates limited performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to: | In grade level content that has been reduced in depth, breadth, and complexity, student demonstrates superior performance when presented with items that ask them to: |
| Science | Matter and Its Interactions | <ul style="list-style-type: none"> Recognize that objects, animals and plants are made of smaller parts and identify various seen and unseen parts | <ul style="list-style-type: none"> Identify the parts of large common and inanimate objects with easily recognizable smaller parts | <ul style="list-style-type: none"> Identify the parts of a wider variety of common inanimate objects and living organisms | <ul style="list-style-type: none"> Identify more complex parts of common inanimate objects and living organisms including those that are too small to be seen with the |

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| | | <ul style="list-style-type: none"> • Measure and/or compare the weight or mass of different types of matter | <ul style="list-style-type: none"> • Measure the weight/mass of common objects in various phases of matter using pictures of the objects | <ul style="list-style-type: none"> • Measure and/or compare the weight/mass of common objects in various phases of matter using pictures of the objects, including choosing the correct tool | naked eye <ul style="list-style-type: none"> • Measure and/or compare the weight/mass of common objects in various phases of matter using graphs and associated data |
| | | <ul style="list-style-type: none"> • Identify and measure the physical properties of matter | <ul style="list-style-type: none"> • Identify and measure the physical properties of matter, including the size and shape of common objects | <ul style="list-style-type: none"> • Identify and measure the physical properties of matter, including size, shape, hardness and softness, and the mass of objects | <ul style="list-style-type: none"> • Identify and measure the physical properties of matter, including size, shape, hardness and softness, mass, and volume through the use of graphs and pictures of matter in different phases |
| | | <ul style="list-style-type: none"> • Recognize when substances are mixed together | <ul style="list-style-type: none"> • Recognize two solids mixed together that do not form a new substance | <ul style="list-style-type: none"> • Recognize one solid and one liquid mixed together that do not form a new substance | <ul style="list-style-type: none"> • Recognize one solid and one liquid, two liquids, or two gasses that when mixed form a new substance |
| Motion and Stability: Forces and Interactions | | <ul style="list-style-type: none"> • Recognize that gravity makes objects fall downward | <ul style="list-style-type: none"> • Recognize or identify the direction common objects will fall when dropped | <ul style="list-style-type: none"> • Recognize that gravity makes objects fall downward on Earth | <ul style="list-style-type: none"> • Recognize that gravity makes objects fall downward, incorporating more |

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| | | | | | abstract diagrams of the Earth and Moon |
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SAMPLE

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| | Energy | <ul style="list-style-type: none"> Recognize that the Sun provides the Earth and living organisms with energy | <ul style="list-style-type: none"> Recognize that the Sun (compared to other space/non-space objects) gives the vast majority of light and heat energy to the Earth | <ul style="list-style-type: none"> Recognize that the Sun gives light and heat energy to living organisms on Earth for survival | <ul style="list-style-type: none"> Recognize that the Sun gives light and heat energy to plants and animals on Earth, which provide humans with energy for survival, body repair, growth and motion |
| | From Molecules to Organisms: Structures and Processes | <ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow | <ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow compared to things that would obviously not help growth | <ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow, examining how a plant will grow when given different amounts of light, water and/or air | <ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow, comparing the potential or actual growth of different plants when given different amounts of light, water and/or air |
| | Eco-systems: Interactions, Energy, and Dynamics | <ul style="list-style-type: none"> Recognize that living organisms need different things to grow and survive | <ul style="list-style-type: none"> Identify which is an animal, plant and decomposer using common terminology and organisms | <ul style="list-style-type: none"> Identify that animals must eat food and drink water to survive, and that plants need materials in soil, air and water to survive compared to common things they don't need | <ul style="list-style-type: none"> Identify that animals must eat food and drink water to survive, and that plants need materials in soil, air and water to survive, including where in the environment such things come from |