

**Extended Assessment**

**Alternate Achievements Standards:  
Mathematics**



**Oregon Department of Education**

## Achievement Level Descriptors: Overview

Oregon's Alternate Achievement Standards describe what students know and can do based on their performance on the state's alternate assessments in the various content areas. These Descriptors may be used by educators to target instruction and inform parents and students of the range of expectations for students with significant cognitive disabilities to be considered proficient at a particular grade level.

The Alternate Achievement Standards are based on a sampling of a larger set of content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement based on a particular subset of content aligned to the general content standards but reduced in depth, breadth, and complexity. Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level.

The Alternate Achievement Level Descriptors (ALD) for each subject area were developed to parallel the Achievement Level Descriptors for the general education population while capturing an alternate set of expectations based on grade level content that has systematically been reduced in depth, breadth, and complexity. Category descriptions align to those used in the general education population: Level 1-Level 4. Expectations for this population reflect the state's commitment to holding all students to high standards of academic achievement.

The Alternate Achievement Level Descriptors do not represent academic expectations that are identical to the general Achievement Level Descriptors. While the state's general Achievement Level Descriptors refer and align to the grade level content standards directly, the Alternate Achievement Level Descriptors refer to the state's grade level content that is reduced in depth, breadth, and complexity via a process (i.e., essentialization) incorporated at the assessment development level.

Level expectations were developed by specialists at the department and were modeled on the format, language structure, and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Report) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Level 1 – Level 4). During this level of the review, educators recommended changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

**NOTE:** All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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**TABLE I: CATEGORY DESCRIPTIONS**

| <b>Category</b> | <b>Description</b>   |
|-----------------|--|
| Level 4         | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> .        |
| Level 3         | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> .                                     |
| Level 2         | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . |
| Level 1         | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .           |

**TABLE 2: MATHEMATICS****Ranges of Scale Scores by Category**

| <b>Grade</b> | <b>Level 1</b> | <b>Level 2</b> | <b>Level 3</b> | <b>Level 4</b> |
|--------------|----------------|----------------|----------------|----------------|
| <b>3</b>     | 191 or below   | 192 - 200      | 201 - 217      | 218 or above   |
| <b>4</b>     | 192 or below   | 193 - 205      | 206 - 218      | 219 or above   |
| <b>5</b>     | 192 or below   | 193 - 205      | 206 - 219      | 220 or above   |
| <b>6</b>     | 203 or below   | 204 - 207      | 208 - 221      | 222 or above   |
| <b>7</b>     | 206 or below   | 207 - 208      | 209 - 222      | 223 or above   |
| <b>8</b>     | 207 or below   | 208 - 211      | 212 - 225      | 226 or above   |
| <b>11</b>    | 900 or below   | 901 - 906      | 907 - 921      | 922 or above   |

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## Alternate Achievement Level Descriptors: Mathematics

The Alternate Achievement Level Descriptors reflect expectations for students with the most significant cognitive disabilities as reflected by performance on academic assessments that are reduced in depth, breadth, and complexity (\*Oregon's Extended Assessments).

*\*Oregon's Extended Assessments are created by linking assessment items to the state's grade level content standards while reducing the assessed content (i.e., essentialization) in depth, breadth, and complexity. Reduced depth, breadth, and complexity items reflect simplified grammatical structures, simplified vocabulary, shortened length (reduced wordiness), increased inclusion of and reference to prerequisite skills, and increased scaffolding and support.*

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## THIRD GRADE MATHEMATICS

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

|   | Level 1  | Level 2  | Level 3  | Level 4   |
|---|--|--|--|---|
| <b>General Policy Definitions</b>                   | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> . | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> . |
| <b>Content-Specific Policy Definitions: Science</b> | Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.             | Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.                               | Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.           | Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.  |

**NOTE:** All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 3 Mathematics ALDs

|              |                                   | Level 1   | Level 2   | Level 3  | Level 4   |
|--------------|-----------------------------------|---|---|--|---|
| Content Area | Domain                            | In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b> |
| Math         | Operations and Algebraic Thinking | <ul style="list-style-type: none"> <li>Identify products of whole numbers.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify a product of whole number groups (1-5) by 1.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify a product of whole number groups (1-3) by (2-3).</li> </ul>  | <ul style="list-style-type: none"> <li>Identify a product of whole number groups (3-4) by (4-5).</li> </ul>   |
|              |                                   | <ul style="list-style-type: none"> <li>Perform division problems using grouping strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>Perform division problems using grouping strategies with two groups of 2-3.</li> </ul>   | <ul style="list-style-type: none"> <li>Perform division problems using grouping strategies with two groups of 4-5.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Perform division problems using grouping strategies with three groups of 2-5.</li> </ul>   |
|              |                                   | <ul style="list-style-type: none"> <li>Solve word problems involving addition and multiplication.</li> </ul>  | <ul style="list-style-type: none"> <li>Solve word problems involving addition 1-10.</li> </ul>  | <ul style="list-style-type: none"> <li>Solve word problems involving addition 11-20 and multiplication of (1-2) by (2-4).</li> </ul>                             | <ul style="list-style-type: none"> <li>Solve word problems involving multiplication of (3-5) by (3-5).</li> </ul>   |

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|                                 |  |  |  |   |  |
|---------------------------------|--|--|--|---|--|
|                                 |  | <ul style="list-style-type: none"> <li>Solve one-step word problems using addition and subtraction.</li> </ul> | <ul style="list-style-type: none"> <li>Solve one-step word problems using addition of 1-10.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Solve one-step word problems using addition of 1-10 and subtract of 1-5.</li> </ul>                  | <ul style="list-style-type: none"> <li>Solve one-step word problems using subtraction of 6-10.</li> </ul>                                    |
|                                 |  | <ul style="list-style-type: none"> <li>Perform basic counting operations.</li> </ul>                           | <ul style="list-style-type: none"> <li>Count 1-10 objects.</li> </ul>  | <ul style="list-style-type: none"> <li>Count 11-20 objects.</li> </ul>  | <ul style="list-style-type: none"> <li>Skip count by 2s and 5s to 20.</li> </ul>   |
| Number & Operations in Base Ten |  | <ul style="list-style-type: none"> <li>Add and subtract whole numbers.</li> </ul>                              | <ul style="list-style-type: none"> <li>Add whole numbers (1-10).</li> </ul>  | <ul style="list-style-type: none"> <li>Add whole numbers (11-20) and subtract whole numbers (1-10) .</li> </ul>                             | <ul style="list-style-type: none"> <li>Subtract whole numbers (16-20).</li> </ul>  |
|                                 |  | <ul style="list-style-type: none"> <li>Multiply numbers.</li> </ul>  | <ul style="list-style-type: none"> <li>Multiply numbers (1-2) by 1.</li> </ul>   | <ul style="list-style-type: none"> <li>Multiply numbers (2-4) by 2.</li> </ul>  | <ul style="list-style-type: none"> <li>Multiply numbers (3-5) by (3-5) .</li> </ul>  |
| Number & Operations— Fractions  |  | <ul style="list-style-type: none"> <li>Identify halves of wholes.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Identify half of 2, 4, or 6.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify half of 10, 12, or 14.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify half of 16, 18, or 20.</li> </ul>  |
|                                 |  | <ul style="list-style-type: none"> <li>Represent <math>\frac{1}{2}</math> on a number line.</li> </ul>         | <ul style="list-style-type: none"> <li>Find <math>\frac{1}{2}</math> between 1-2.</li> </ul>   | <ul style="list-style-type: none"> <li>Find <math>\frac{1}{2}</math> between 3-7.</li> </ul>  | <ul style="list-style-type: none"> <li>Find <math>\frac{1}{2}</math> between 8-10.</li> </ul>  |
|                                 |  | <ul style="list-style-type: none"> <li>Match equivalent fractions.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Match <math>\frac{2}{4}</math>, <math>\frac{3}{6}</math>, or <math>\frac{4}{8}</math>.</li> </ul> | <ul style="list-style-type: none"> <li>Match <math>\frac{5}{10}</math>, <math>\frac{6}{12}</math>, or <math>\frac{7}{14}</math>.</li> </ul> | <ul style="list-style-type: none"> <li>Match <math>\frac{8}{16}</math>, <math>\frac{9}{18}</math>, or <math>\frac{10}{20}</math>.</li> </ul> |
| Measurement & Data              |  | <ul style="list-style-type: none"> <li>Tell time to the nearest hour.</li> </ul>                               | <ul style="list-style-type: none"> <li>Tell times involving 3:00, 6:00 or 9:00.</li> </ul>   | <ul style="list-style-type: none"> <li>Tell times involving 1:00, 2:00, 4:00, 5:00, 7:00, 8:00, 10:00, or 11:00.</li> </ul>                 | <ul style="list-style-type: none"> <li>Tell times involving Noon or AM/PM.</li> </ul>  |
|                                 |  | <ul style="list-style-type: none"> <li>Compare amounts and sizes.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Compare amounts/sizes that are the same.</li> </ul>   | <ul style="list-style-type: none"> <li>Compare amounts/sizes that are 3 or more units apart.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Compare amounts/sizes that are no more than 2 units apart.</li> </ul>                                 |

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|  |          |  |  |  |  |
|--|----------|--|--|--|--|
|  |          | <ul style="list-style-type: none"> <li>• Compare amounts on picture graphs.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Compare picture/pie graphs that are the same.</li> </ul>                | <ul style="list-style-type: none"> <li>• Compare picture/pie graphs that are very far apart.</li> </ul>                | <ul style="list-style-type: none"> <li>• Compare picture/pie charts that are close together.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>• Use unit squares to measure.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify areas up to 4 square inches using unit squares.</li> </ul>     | <ul style="list-style-type: none"> <li>• Identify areas up to 9 square inches using unit squares.</li> </ul>           | <ul style="list-style-type: none"> <li>• Identify areas up to 16 square inches using unit squares.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>• Multiply side lengths to solve real world problems.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Find areas using multiplication up to 4 square inches.</li> </ul>       | <ul style="list-style-type: none"> <li>• Find areas using multiplication up to 9 square inches.</li> </ul>             | <ul style="list-style-type: none"> <li>• Find areas using multiplication up to 16 square inches.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>• Add unit squares.</li> </ul>  | <ul style="list-style-type: none"> <li>• Add unit squares up to 5.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Add unit squares up to 15.</li> </ul>   | <ul style="list-style-type: none"> <li>• Add unit squares up to 20.</li> </ul>   |
|  |          | <ul style="list-style-type: none"> <li>• Determine perimeter of equilateral triangles and squares.</li> </ul>            | <ul style="list-style-type: none"> <li>• Add perimeter for equilateral triangles and squares up to 6.</li> </ul> | <ul style="list-style-type: none"> <li>• Add perimeter for equilateral triangles and squares up to 12.</li> </ul>      | <ul style="list-style-type: none"> <li>• Add perimeter for squares up to 20.</li> </ul>  |
|  | Geometry | <ul style="list-style-type: none"> <li>• Use attributes to classify shapes.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Identify triangles.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify squares.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify circles.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>• Use unit squares to determine <math>\frac{1}{2}</math> or the whole.</li> </ul> | <ul style="list-style-type: none"> <li>• Use unit squares to identify whole areas shaded up to 2X2.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use unit squares to identify whole or half areas shaded up to 3X3.</li> </ul> | <ul style="list-style-type: none"> <li>• Use unit squares to identify whole areas shaded up to 4X4 or half of any diagonally-shaded figure up to 4X4.</li> </ul> |

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## FOURTH GRADE MATHEMATICS

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

|   | Level 1  | Level 2  | Level 3  | Level 4   |
|---|--|--|--|---|
| <b>General Policy Definitions</b>                   | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> . | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> . |
| <b>Content-Specific Policy Definitions: Science</b> | Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.             | Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.                               | Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.           | Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.  |

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Grade 4 Mathematics ALDs

|              |                                   | Level 1   | Level 2   | Level 3  | Level 4   |
|--------------|-----------------------------------|---|---|--|---|
| Content Area | Domain                            | In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b> |
| Math         | Operations and Algebraic Thinking | <ul style="list-style-type: none"> <li>Identify equivalent multiplication equations.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify multiplication equations involving 1-3.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify multiplication equations involving 4-7.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify multiplication equations involving 8-10.</li> </ul>   |
|              |                                   | <ul style="list-style-type: none"> <li>Solve one-step word problems using addition or multiplication.</li> </ul>  | <ul style="list-style-type: none"> <li>Solve one-step word problems using addition 1-20 or multiplication with solutions 1-10.</li> </ul>                                     | <ul style="list-style-type: none"> <li>Solve one-step word problems using multiplication with solutions 11-20.</li> </ul>  | <ul style="list-style-type: none"> <li>Solve one-step word problems using multiplication with solutions 21-40.</li> </ul>   |
|              |                                   | <ul style="list-style-type: none"> <li>Determine whether a number is divisible.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify numbers up to 10 that are divisible by 2.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify numbers up to 30 that are divisible by 3.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify numbers up to 40 that are divisible by 5 or 10.</li> </ul>  |
|              |                                   | <ul style="list-style-type: none"> <li>Skip count by 2s or more.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognize skip counting by 2s (2-20).</li> </ul>   | <ul style="list-style-type: none"> <li>Skip count by 2s (2-20).</li> </ul>   | <ul style="list-style-type: none"> <li>Skip count by 3s, 5s, and 10s (2-40).</li> </ul>   |

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|                                 |  |   |   |  |
|---------------------------------|--|---|---|--|
| Number & Operations in Base Ten | <ul style="list-style-type: none"> <li>• Use place value to compare numbers. .</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify multiples of 10: 10, 20, 30, 40.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify which number is in the tens' place and ones' place.</li> </ul>   |
|                                 | <ul style="list-style-type: none"> <li>• Match number names to numerals.</li> </ul>  | <ul style="list-style-type: none"> <li>• Match names to numerals for 1-10.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Match names to numerals for 11-30.</li> </ul>  | <ul style="list-style-type: none"> <li>• Match names to numerals for numbers 31-40.</li> </ul>   |
|                                 | <ul style="list-style-type: none"> <li>• Identify numerals.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify numerals between 1 and 10.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Identify numerals between 11 and 30.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify numerals between 31 and 40.</li> </ul>   |
|                                 | <ul style="list-style-type: none"> <li>• Add and subtract numbers.</li> </ul>  | <ul style="list-style-type: none"> <li>• Add numbers up to 20.</li> </ul>   | <ul style="list-style-type: none"> <li>• Add numbers up to 40; subtract numbers up to 10.</li> </ul>  | <ul style="list-style-type: none"> <li>• Subtract numbers between 11 and 40.</li> </ul>  |
|                                 | <ul style="list-style-type: none"> <li>• Multiply numbers and match area.</li> </ul>   | <ul style="list-style-type: none"> <li>• Match area models 1 to 10.</li> </ul>  | <ul style="list-style-type: none"> <li>• Multiply numbers 1 to 5, match area models 11-30.</li> </ul>   | <ul style="list-style-type: none"> <li>• Multiply numbers 6-10, match area models 31-40.</li> </ul>  |
|                                 | <ul style="list-style-type: none"> <li>• Use area models to solve division problems.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Use area model to solve division problems up to 5.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Use area models to solve division problems up to 10.</li> </ul>  | <ul style="list-style-type: none"> <li>• Solve division problems up to 10.</li> </ul>  |
| Number & Operations— Fractions  | <ul style="list-style-type: none"> <li>• Divide numbers in half using graphic supports.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Divide objects in <math>\frac{1}{2}</math> with numbers 1, 2 and 4.</li> </ul> | <ul style="list-style-type: none"> <li>• Divide objects in <math>\frac{1}{2}</math> with numbers 6, 8, and 10.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Divide numbers in <math>\frac{1}{4}</math> with 1, 4, and 8.</li> </ul>   |
|                                 | <ul style="list-style-type: none"> <li>• Make comparisons using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>.</li> </ul> | <ul style="list-style-type: none"> <li>• Make comparisons between 1-10 using smaller, larger, or same.</li> </ul>       | <ul style="list-style-type: none"> <li>• Compare numbers 20 to 30 using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>.</li> </ul>    | <ul style="list-style-type: none"> <li>• Compare numbers 31-40 and <math>\frac{1}{2}</math> or <math>\frac{1}{4}</math> using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math>.</li> </ul> |

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|  |                    |   |  |  |  |
|--|--------------------|---|--|--|--|
|  |                    | <ul style="list-style-type: none"> <li>• Match equivalent parts of wholes.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Match equivalent groups of objects 1-5.</li> </ul>            | <ul style="list-style-type: none"> <li>• Match equivalent groups of objects from 6-10.</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Match equivalent groups of objects 11-20.</li> </ul>  |
|  |                    | <ul style="list-style-type: none"> <li>• Identify whole objects.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Identify whole objects.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Identify half of an object.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify 1/4 of an object.</li> </ul>   |
|  |                    | <ul style="list-style-type: none"> <li>• Using a number line, identify mixed numbers.</li> </ul>            | <ul style="list-style-type: none"> <li>• Identify mixed numbers between 1-10 (1/2) .</li> </ul>        | <ul style="list-style-type: none"> <li>• Identify mixed numbers between 11-20 (1/2) .</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Identify mixed numbers 21-40 (1/2 and 1/4) .</li> </ul>   |
|  |                    | <ul style="list-style-type: none"> <li>• Solve word problems involving addition and subtraction.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve word problems involving wholes (1-10).</li> </ul>       | <ul style="list-style-type: none"> <li>• Solve word problems involving addition and subtraction of halves (2, 4, 6, 8, 10).</li> </ul> | <ul style="list-style-type: none"> <li>• Solve word problems involving addition and subtraction of quarters (4, 8, 12, 16, 20).</li> </ul> |
|  |                    | <ul style="list-style-type: none"> <li>• Use a number line to add wholes, halves, and quarters.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use a number line to add wholes (1-10).</li> </ul>            | <ul style="list-style-type: none"> <li>• Use a number line to add wholes (11-20) and halves (1-10).</li> </ul>                         | <ul style="list-style-type: none"> <li>• Use a number line to add halves and quarters (11-20).</li> </ul>                                  |
|  |                    | <ul style="list-style-type: none"> <li>• Identify whole numbers.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Identify whole numbers (1-20).</li> </ul>                     | <ul style="list-style-type: none"> <li>• Identify whole numbers 21-40.</li> </ul>  | <ul style="list-style-type: none"> <li>• Match decimals with fractions (.5 with 1/2 and .25 with 1/4).</li> </ul>                          |
|  | Measurement & Data | <ul style="list-style-type: none"> <li>• Make comparisons of measures using graphic displays.</li> </ul>    | <ul style="list-style-type: none"> <li>• Compare two measures that vary by 5 or more units.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare two measures that vary by 3-4 units.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Compare two measures that vary by 1-2 units.</li> </ul>   |

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|  |          |   |  |  |   |
|--|----------|---|--|--|---|
|  |          | <ul style="list-style-type: none"> <li>• Represent measurements using diagrams with a measurement scale.</li> </ul> | <ul style="list-style-type: none"> <li>• Perform measures of items measuring 1-5 units.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Perform measures of items measuring 6-10 units.</li> </ul>            | <ul style="list-style-type: none"> <li>• Perform measures of items measuring 11-20 units.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>• Use unit square feet to determine areas.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Use unit square feet to determine areas up to 5 square feet.</li> </ul>       | <ul style="list-style-type: none"> <li>• Use unit squares to determine areas from 6-10 square feet.</li> </ul> | <ul style="list-style-type: none"> <li>• Use unit squares to determine areas up to 20 square feet.</li> </ul>   |
|  |          | <ul style="list-style-type: none"> <li>• Use a line plot to solve addition and subtraction problems.</li> </ul>     | <ul style="list-style-type: none"> <li>• Use a line plot to determine frequencies at a given value (1-10) .</li> </ul> | <ul style="list-style-type: none"> <li>• Use a line plot to add (11-20).</li> </ul>                            | <ul style="list-style-type: none"> <li>• Use a line plot to add using <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> or subtract (1-40) .</li> </ul> |
|  |          | <ul style="list-style-type: none"> <li>• Match identical angles.</li> </ul>   | <ul style="list-style-type: none"> <li>• Match labeled angles that are the same (90) .</li> </ul>                      | <ul style="list-style-type: none"> <li>• Match labeled angles that are the same (45, 60, 90) .</li> </ul>      | <ul style="list-style-type: none"> <li>• Match equivalent angles 45, 60, and 90.</li> </ul>   |
|  | Geometry | <ul style="list-style-type: none"> <li>• Identify points, line segments, and angles.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Identifies point, given a point, line, and angle.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Identify line segments.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Identify angles.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>• Identify simple shapes.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify triangles.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify squares and circles.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Identify rectangles.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>• Identify lines that divide objects or shapes in half.</li> </ul>           | <ul style="list-style-type: none"> <li>• Identify line that divides objects in half.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Identify line that divides squares or circles in half.</li> </ul>     | <ul style="list-style-type: none"> <li>• Identify line that divides rectangles in half.</li> </ul>  |

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## FIFTH GRADE MATHEMATICS

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

|   | Level 1  | Level 2  | Level 3  | Level 4   |
|---|--|--|--|---|
| <b>General Policy Definitions</b>                   | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> . | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> . |
| <b>Content-Specific Policy Definitions: Science</b> | Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.             | Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.                               | Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.           | Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.  |

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Grade 5 Mathematics ALDs

|              |                                   | Level 1   | Level 2   | Level 3  | Level 4   |
|--------------|-----------------------------------|---|---|--|---|
| Content Area | Domain                            | In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b> |
| Math         | Operations and Algebraic Thinking | • Solve expressions given a verbal/visual model.  | • Solve expressions involving add/subtract of 0-10.   | • Solve expressions involving add/subtract of 11-20.   | • Solve expressions involving add/subtract of 41-60.  |
|              |                                   | • Identify numerical expressions that match a verbal description.   | • Match one-operation numerical expressions using addition and subtraction of 0-10.   | • Match two-operation numerical expressions using addition and subtraction of 11-20.   | • Match two-operation numerical expressions using 41-60.  |
|              |                                   | • Identify missing numeral given a rule.  | • Identify missing numeral in +1 patterns (1-10).   | • Identify missing numeral in +2 +3, +4, +5, and +10 patterns (2-40).  | • Identify missing numeral in +6, +7, +8, +9 patterns (6-60).   |

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|                                 |  |  |  |   |
|---------------------------------|--|--|--|---|
| Number & Operations in Base Ten | <ul style="list-style-type: none"> <li>Use place value to compare numbers.</li> </ul>                        | <ul style="list-style-type: none"> <li>Identify multiples of 10: 10, 20, 30, 40, 50, 60.</li> </ul>              | <ul style="list-style-type: none"> <li>Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44, 55.</li> </ul>                                | <ul style="list-style-type: none"> <li>Identify which number is in the tens' place and ones' place.</li> </ul>  |
|                                 | <ul style="list-style-type: none"> <li>Recognize that the tens' place is 10 times the ones place.</li> </ul> | <ul style="list-style-type: none"> <li>Identify numbers that are ten times the numbers 1-5.</li> </ul>           | <ul style="list-style-type: none"> <li>Identify numbers that are ten times the numbers 4-6 and identify the relationship between digits in the numbers 11.1 and 22.2.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the relationship between digits in the numbers 33.3, 44.4, and 55.5.</li> </ul>                         |
|                                 | <ul style="list-style-type: none"> <li>Identify whole numbers when given a verbal description.</li> </ul>    | <ul style="list-style-type: none"> <li>Identify whole numbers 1-20.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Identify whole numbers 21-40.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify whole numbers 41-60 and decimals 1.5, 2.5, 3.5, 4.5, and 5.5.</li> </ul>                                |
|                                 | <ul style="list-style-type: none"> <li>Compare the magnitudes of whole numbers.</li> </ul>                   | <ul style="list-style-type: none"> <li>Compare the magnitudes of numbers 0-20 using same, less, more.</li> </ul> | <ul style="list-style-type: none"> <li>Compare magnitudes of numbers 21-40 using &lt;, =, and &gt;.</li> </ul>   | <ul style="list-style-type: none"> <li>Compare magnitudes of numbers 41-60 and decimals 1.5, 2.5, 3.5, 4.5, and 5.5 using &lt;, =, and &gt;.</li> </ul> |
|                                 | <ul style="list-style-type: none"> <li>Identify the location of .5 decimals on a number line.</li> </ul>     | <ul style="list-style-type: none"> <li>Identify location of 1.5, 2.5, and 3.5.</li> </ul>                        | <ul style="list-style-type: none"> <li>Identify location of 4.5, 5.5, 6.5, and 7.5.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify location of 8.5 and 9.5; round all .5 decimals 1.5 to 9.5 up to the nearest whole number.</li> </ul>    |
|                                 | <ul style="list-style-type: none"> <li>Multiply whole numbers.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Multiply whole numbers with solutions 0-10.</li> </ul>                    | <ul style="list-style-type: none"> <li>Multiply whole numbers with solutions 11-30.</li> </ul>   | <ul style="list-style-type: none"> <li>Multiply whole numbers with solutions 31-60.</li> </ul>  |
|                                 | <ul style="list-style-type: none"> <li>Identify quantities that are 1/2 of a given quantity.</li> </ul>      | <ul style="list-style-type: none"> <li>Identify 1/2 of multiples of 2 up to 10.</li> </ul>                       | <ul style="list-style-type: none"> <li>Identify 1/4 of multiples of 4 up to 20.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify 1/3 of multiples of 3 up to 18 and .5 of multiples of 2 up to 10.</li> </ul>                            |
|                                 |  |  |  |   |

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|                                |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|
|                                |   | <ul style="list-style-type: none"> <li>• Use models to solve problems involving addition and subtraction.</li> </ul>  | <ul style="list-style-type: none"> <li>• Add numbers 0-10.</li> </ul>   | <ul style="list-style-type: none"> <li>• Add and subtract numbers 11-20.</li> </ul>   | <ul style="list-style-type: none"> <li>• Add and subtract numbers 21-30 and even multiples of .5.</li> </ul>  |
| Number & Operations— Fractions | <ul style="list-style-type: none"> <li>• Compare relative magnitude of whole numbers and fractions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Compare magnitudes of <math>\frac{1}{2}</math> and whole numbers.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare magnitudes of <math>\frac{1}{4}</math> and whole numbers.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare magnitudes of <math>\frac{1}{3}</math>.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare magnitudes of <math>\frac{1}{3}</math>.</li> </ul>   |
|                                | <ul style="list-style-type: none"> <li>• Solve word problems involving addition and subtraction.</li> </ul>   | <ul style="list-style-type: none"> <li>• Add numbers 0-10.</li> </ul>   | <ul style="list-style-type: none"> <li>• Add and subtract numbers 11-20.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Add and subtract numbers 21-30 and even multiples of .5.</li> </ul>  | <ul style="list-style-type: none"> <li>• Add and subtract numbers 21-30 and even multiples of .5.</li> </ul>  |
|                                | <ul style="list-style-type: none"> <li>• Identify a representation that matches a verbal description involving the product of whole numbers.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify products of whole numbers with solutions 0-10.</li> </ul>           | <ul style="list-style-type: none"> <li>• Identify products of whole numbers with solutions 11-30.</li> </ul>          | <ul style="list-style-type: none"> <li>• Identify products of whole numbers, and whole numbers with fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, and .5 with solutions 31-60.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify products of whole numbers, and whole numbers with fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, and .5 with solutions 31-60.</li> </ul> |
|                                | <ul style="list-style-type: none"> <li>• Use unit squares to determine areas.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use unit squares to determine areas up to 5 square yards.</li> </ul>         | <ul style="list-style-type: none"> <li>• Use unit squares to determine areas from 6-20 square yards.</li> </ul>       | <ul style="list-style-type: none"> <li>• Use unit squares to determine areas up to 40 square yards.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use unit squares to determine areas up to 40 square yards.</li> </ul>  |

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|                    |  |  |   |  |   |
|--------------------|--|--|---|--|---|
|                    |  | <ul style="list-style-type: none"> <li>Recognize that multiplication by numbers greater than 1 increases magnitude while multiplying by a number less than one decreases magnitude.</li> </ul> | <ul style="list-style-type: none"> <li>Identify scaling when provided with a multiplication problem with factors 6-10.</li> </ul>                           | <ul style="list-style-type: none"> <li>Identify scaling when provided with a multiplication problem involving factors -2 to -5.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify scaling when provided with a multiplication problem involving factors <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, or .5.</li> </ul> |
|                    |  | <ul style="list-style-type: none"> <li>Use verbal and graphic models to solve problems involving addition and subtraction of whole numbers.</li> </ul>   | <ul style="list-style-type: none"> <li>Add numbers 0-10.</li> </ul>   | <ul style="list-style-type: none"> <li>Add and subtract numbers 11-20, <math>\frac{1}{2}</math>, and <math>\frac{1}{4}</math>.</li> </ul>  | <ul style="list-style-type: none"> <li>Add and subtract numbers 21-30, multiples of .5.</li> </ul>  |
| Measurement & Data |  | <ul style="list-style-type: none"> <li>Convert inches into feet given a verbal and visual model.</li> </ul>  | <ul style="list-style-type: none"> <li>Convert inches into feet using <math>\frac{1}{2}</math>-inch increments (6 inches, 12 inches, 18 inches).</li> </ul> | <ul style="list-style-type: none"> <li>Convert inches into feet using <math>\frac{1}{4}</math>-inch increments (3 inches, 6 inches, 9 inches, 12 inches, 15 inches, 18 inches).</li> </ul> | <ul style="list-style-type: none"> <li>Convert inches into feet using <math>\frac{1}{3}</math>-inch and .5 increments (4 inches, 6 inches, 8 inches, 12 inches, 16 inches, 18 inches, 20 inches).</li> </ul>          |
|                    |  | <ul style="list-style-type: none"> <li>Use a line plot to solve addition and subtraction problems with whole numbers.</li> </ul>   | <ul style="list-style-type: none"> <li>Use a line plot to determine frequencies at a given value (0-10).</li> </ul>   | <ul style="list-style-type: none"> <li>Use a line plot to add/subtract (11-30).</li> </ul>   | <ul style="list-style-type: none"> <li>Use a line plot to add/subtract (31-60, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, and .5).</li> </ul>                                      |

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|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  |  | <ul style="list-style-type: none"> <li>• Solve real world addition problems using volume.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 1-10.</li> </ul>  | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 11-20.</li> </ul>   | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 21-30.</li> </ul> |
|  |  | <ul style="list-style-type: none"> <li>• Solve volume problems when provided a model that includes the area measure.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 0-10.</li> </ul>  | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 11-20.</li> </ul>   | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 21-30.</li> </ul> |
|  | Geometry   | <ul style="list-style-type: none"> <li>• Identify points graphed in the first quadrant of the coordinate plane.</li> </ul>      | <ul style="list-style-type: none"> <li>• Identify value of Y coordinate when provided with the X coordinate and verbal directions in the coordinate plane.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify location of a point when provided verbal directions to its location in the coordinate plane.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify a point given its coordinates.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Match a description with a simple two-dimensional shape.</li> </ul> | <ul style="list-style-type: none"> <li>• Match a description of triangle with a triangle figure.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Match a description of a square or circle with a square or circle figure.</li> </ul>   | <ul style="list-style-type: none"> <li>• Match a description of a rectangle with a rectangle figure.</li> </ul>   |   |

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## SIXTH GRADE MATHEMATICS

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

|   | Level 1  | Level 2  | Level 3  | Level 4   |
|---|--|--|--|---|
| <b>General Policy Definitions</b>                   | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> . | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> . |
| <b>Content-Specific Policy Definitions: Science</b> | Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.             | Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.                               | Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.           | Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.  |

**NOTE:** All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 6 Mathematics ALDs

|              |                                     | Level 1   | Level 2   | Level 3  | Level 4   |
|--------------|-------------------------------------|---|---|--|---|
| Content Area | Domain                              | In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b> |
| Math         | Ratios & Proportional Relationships | <ul style="list-style-type: none"> <li>Identify which ratio matches a verbal description.</li> </ul>  | <ul style="list-style-type: none"> <li>Match ratios (1-3):(1-3).</li> </ul>   | <ul style="list-style-type: none"> <li>Match ratios from (4-10):(4-10).</li> </ul>   | <ul style="list-style-type: none"> <li>Match ratios (1-20):(11-20).</li> </ul>  |
|              |                                     | <ul style="list-style-type: none"> <li>Identify unit rate with numbers.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify unit rates (1-5).</li> </ul>  | <ul style="list-style-type: none"> <li>Identify unit rates (6-10).</li> </ul>  | <ul style="list-style-type: none"> <li>Identify unit rates (11-30, -1 to -5).</li> </ul>  |
|              |                                     | <ul style="list-style-type: none"> <li>Identify missing value in an input-output table.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify missing value in tables with unit rates 1-2.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify missing value in tables with unit rates 3-5.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify missing value in tables with unit rates 6-10.</li> </ul>  |
|              | The Number System                   | <ul style="list-style-type: none"> <li>Use verbal and/or graphic models to solve problems involving addition and subtraction of whole numbers and fractions.</li> </ul> | <ul style="list-style-type: none"> <li>Add numbers 0-10 and <math>\frac{1}{2}</math>.</li> </ul>  | <ul style="list-style-type: none"> <li>Add and subtract to/from numbers 11-30, and <math>\frac{1}{4}</math>.</li> </ul>  | <ul style="list-style-type: none"> <li>Add and subtract to/from numbers 31-40, and fractions <math>\frac{1}{3}</math> and <math>\frac{1}{8}</math>.</li> </ul>            |

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|  |  | <ul style="list-style-type: none"> <li>• Use verbal and/or graphic models to divide whole numbers.</li> </ul> | <ul style="list-style-type: none"> <li>• Divide numbers 1-10 by 1-3.</li> </ul> | <ul style="list-style-type: none"> <li>• Divide numbers 12-20 by 4-6.</li> </ul> | <ul style="list-style-type: none"> <li>• Divide numbers 21-30 by 7-15, .5, and .25.</li> </ul> |
|--|--|---|---|--|--|

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|  |  | <ul style="list-style-type: none"> <li>• Identify the greatest common factor of whole numbers.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify (GCF) of numbers 1-10.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify GCF of numbers 12-20.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify GCF of numbers 21-30.</li> </ul>                              |
|  |  | <ul style="list-style-type: none"> <li>• Use visual and/or verbal models to solve real-world problems involving above/below zero whole numbers.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve problems involving numbers +/- 1-3.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Solve problems involving +/- 4-7.</li> </ul>   | <ul style="list-style-type: none"> <li>• Solve problems involving +/- 8-10.</li> </ul>                          |
|  |  | <ul style="list-style-type: none"> <li>• Use a number line to compare distances of positive and negative numbers.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Identify number that is equidistant from zero for numbers +/- 1-3.</li> </ul>              | <ul style="list-style-type: none"> <li>• Identify number that is equidistant from zero for numbers +/- 4-7.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Identify number that is equidistant from zero for +/- 8-10.</li> </ul> |
|  |  | <ul style="list-style-type: none"> <li>• Identify points graphed in the first and second quadrant of the coordinate plane.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Identify value of Y coordinate when provided with X and verbal directions to X.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify location of a point when provided verbal directions to its location in the coordinate plane.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify a point given its coordinates.</li> </ul>                     |
|  |  | <ul style="list-style-type: none"> <li>• Identify the location of fractions between two whole numbers on a number line.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Identify location of numbers between 0-10 using 1/2 and .5.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Identify location of numbers between 11-20 using 1/4 and .25.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify location of numbers between 21-40 using 1/3, 1/8.</li> </ul>  |
|  |  | <ul style="list-style-type: none"> <li>• Use a number line to compare magnitudes.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare the magnitudes of numbers 0-20.</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare magnitudes of numbers 21-50.</li> </ul>  | <ul style="list-style-type: none"> <li>• Compare magnitudes of numbers 51-80.</li> </ul>                        |

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|                         |  | <ul style="list-style-type: none"> <li>Use a number line to find the absolute value of positive and negative numbers.</li> </ul>                                | <ul style="list-style-type: none"> <li>Identify absolute value for +/- 1-3.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify absolute value for +/- 4-7.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify absolute value for +/- 8-10.</li> </ul> |
| Expressions & Equations | <ul style="list-style-type: none"> <li>Identify expressions that match a verbal and/or graphic model.</li> </ul> | <ul style="list-style-type: none"> <li>Identify expressions that involve one term.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify expressions involving two terms.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify expressions involving three terms.</li> </ul>  |   |
|                         | <ul style="list-style-type: none"> <li>Identify equivalent expressions.</li> </ul>                               | <ul style="list-style-type: none"> <li>Identify expressions involving addition with single variable solutions 1-10.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Identify expressions involving addition/subtraction with two term expression solutions involving 1-20.</li> </ul>                      | <ul style="list-style-type: none"> <li>Identify expressions involving addition or subtraction with 2-3 term expression solutions 21-40.</li> </ul>   |   |
|                         | <ul style="list-style-type: none"> <li>Identify solution set for a given equation.</li> </ul>                    | <ul style="list-style-type: none"> <li>Identify solutions for equations involving addition of one variable (e.g., "x") with solutions in 1-10 range.</li> </ul> | <ul style="list-style-type: none"> <li>Identify solutions for equations involving add/subtract of 1-2 variables (e.g., "x" and "y") with solutions in 11-20 range.</li> </ul> | <ul style="list-style-type: none"> <li>Identify solutions for equations or inequalities involving add/subtract of 1-3 variables (e.g., "x", "y", "z") with solutions in 1-10 range for inequalities or 21-30 range for equations.</li> </ul> |   |

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|  |          | <ul style="list-style-type: none"> <li>Identify solutions for expressions or equations.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Identify solutions to expressions with coefficient totals (1-10).</li> </ul>                    | <ul style="list-style-type: none"> <li>Identify solutions to expressions/equations with coefficient totals (11-20) with two variables.</li> </ul>                    | <ul style="list-style-type: none"> <li>Identify solutions to equations with coefficient totals 1-20 with 3 variables.</li> </ul>   |
|  |          | <ul style="list-style-type: none"> <li>Identify which inequality matches a verbal description or number line representation.</li> </ul> | <ul style="list-style-type: none"> <li>Identify singular inequalities using one variable and 1-10.</li> </ul>                          | <ul style="list-style-type: none"> <li>Identify singular inequalities using 1-2 variables and 1-20.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify multiple inequalities using up to 3 variables and 11-40 (e.g., <math>2 \leq x \leq 10</math> or separate inequalities such as <math>x \leq 7</math> and <math>y &gt; 4</math>).</li> </ul> |
|  |          | <ul style="list-style-type: none"> <li>Identify expressions or equations that match a real-world problem.</li> </ul>                    | <ul style="list-style-type: none"> <li>Identify expressions with coefficient totals (1-10) that match a real-world problem.</li> </ul> | <ul style="list-style-type: none"> <li>Identify expressions/equations with coefficient totals (11-20) with 1-2 variables that match a real-world problem.</li> </ul> | <ul style="list-style-type: none"> <li>Identify equations with coefficient totals 1-20 with 2-3 variables that match a real-world problem.</li> </ul>  |
|  | Geometry | <ul style="list-style-type: none"> <li>Sum areas to determine the area of a total figure.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Identify the total area of a figure composed of unit squares (1-10 square units).</li> </ul>    | <ul style="list-style-type: none"> <li>Identify the total area of a figure composed of squares and rectangles (11-20 square units).</li> </ul>                       | <ul style="list-style-type: none"> <li>Identify the total area of figures composed of rectangles and triangles (21-40 square units).</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>Find volume given verbal and visual supports.</li> </ul>   | <ul style="list-style-type: none"> <li>Solve problems involving volumes 1-10.</li> </ul>   | <ul style="list-style-type: none"> <li>Solve problems involving volumes 11-20.</li> </ul>  | <ul style="list-style-type: none"> <li>Solve problems involving volumes 21-40.</li> </ul>  |

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|  |                          |   |  |   |  |
|--|--------------------------|---|--|---|--|
|  |                          | <ul style="list-style-type: none"> <li>Identify location of a point on a geometric figure in quadrant 1 of the coordinate plane.</li> </ul>       | <ul style="list-style-type: none"> <li>Identify coordinates for a missing point on a triangle.</li> </ul>                          | <ul style="list-style-type: none"> <li>Identify coordinates for a missing point on a square or rectangle.</li> </ul>                    | <ul style="list-style-type: none"> <li>Identify coordinates for a missing point on a rhombus or pentagon.</li> </ul>                   |
|  |                          | <ul style="list-style-type: none"> <li>Match a 3D figure to the corresponding net.</li> </ul>   | <ul style="list-style-type: none"> <li>Match a net to a cube (1-10 side lengths).</li> </ul>                                       | <ul style="list-style-type: none"> <li>Match a net to a rectangular prism (12-20 side lengths).</li> </ul>                              | <ul style="list-style-type: none"> <li>Match a net to a triangular prism (21-40 side lengths).</li> </ul>                              |
|  | Statistics & Probability | <ul style="list-style-type: none"> <li>Identify the average from a set of numbers.</li> </ul>   | <ul style="list-style-type: none"> <li>Calculates average of 2 numbers (0-5).</li> </ul>   | <ul style="list-style-type: none"> <li>Calculates average of 3 numbers (6-10).</li> </ul>   | <ul style="list-style-type: none"> <li>Calculates average of 4 numbers (6-10).</li> </ul>  |
|  |                          | <ul style="list-style-type: none"> <li>Identify mean of a given dataset when provided a definition.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Identifies mean of three numbers in 1-10 range.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Identifies mean of 5 numbers in 11-20 range.</li> </ul>  | <ul style="list-style-type: none"> <li>Identifies mean of 7 numbers in 21-40 range.</li> </ul>   |
|  |                          | <ul style="list-style-type: none"> <li>Interpret a picture, bar, or line graph to determine how many observations have been collected.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the number of observations (1-10) of picture graphs with three entries.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the number of observations (1-20) of picture or bar graphs with 4-5 entries.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the number of observations (1-40) with bar or line graphs with 6-8 entries.</li> </ul> |
|  |                          | <ul style="list-style-type: none"> <li>Interpret the units used on a picture, bar, or line graph.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Identify the units used on picture graphs (1-10).</li> </ul>                                | <ul style="list-style-type: none"> <li>Identify the units used in bar graphs (11-20).</li> </ul>  | <ul style="list-style-type: none"> <li>Identify the units used on line graphs (21-40).</li> </ul>                                      |
|  |                          | <ul style="list-style-type: none"> <li>Identify median of a given dataset when provided with a definition.</li> </ul>                             | <ul style="list-style-type: none"> <li>Identifies median of 2-3 numbers in 1-10 range.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Identifies median of 4-5 numbers in 11-20 range.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Identifies median of 6-7 numbers in 21-40 range.</li> </ul>                                     |

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## SEVENTH GRADE MATHEMATICS

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

|   | Level 1  | Level 2  | Level 3  | Level 4   |
|---|--|--|--|---|
| <b>General Policy Definitions</b>                   | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> . | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> . |
| <b>Content-Specific Policy Definitions: Science</b> | Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.             | Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.                               | Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.           | Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.  |

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Grade 7 Mathematics ALDs

|              |                                     | Level 1   | Level 2   | Level 3  | Level 4   |
|--------------|-------------------------------------|---|---|--|---|
| Content Area | Domain                              | In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b> |
| Math         | Ratios & Proportional Relationships | <ul style="list-style-type: none"> <li>• Compute unit rates using tables, graphs, equations, diagrams, or verbal descriptions.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Identify unit rates (1-5).</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify unit rates (6-10).</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify unit rates (11-30; -1 to -5).</li> </ul>  |
|              |                                     | <ul style="list-style-type: none"> <li>• Identify an equation when provided with a verbal description.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify equations involving addition and subtraction (0-10).</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify equations involving addition and subtraction (0-25) or multiplication and division (0-10).</li> </ul>          | <ul style="list-style-type: none"> <li>• Identify equations involving addition and subtraction (26-50) or multiplication and division (11-40).</li> </ul>                 |

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|  | The Number System | <ul style="list-style-type: none"> <li>Identify quantities that combine to make zero using a number line.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Combines numbers to make zero (1-5 with -1 to -5).</li> </ul>                          | <ul style="list-style-type: none"> <li>Combines numbers to make zero (6-10 with -6 to -10).</li> </ul>                                       | <ul style="list-style-type: none"> <li>Combines numbers to make zero (11-20 with -11 to -20)</li> </ul>  |
|  |                   | <ul style="list-style-type: none"> <li>Use a number line to interpret addition and subtraction of numbers.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Add and subtract numbers 0-20.</li> </ul>  | <ul style="list-style-type: none"> <li>Add and subtract numbers 21-40.</li> </ul>  | <ul style="list-style-type: none"> <li>Add and subtract numbers 41-50 and -1 to -10.</li> </ul>  |
|  |                   | <ul style="list-style-type: none"> <li>Solve problems involving addition and subtraction of decimals.</li> </ul>  | <ul style="list-style-type: none"> <li>Add and subtract decimals .5, .25, and .75.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Add and subtract percentages 25%, 50%, and 75%.</li> </ul>  | <ul style="list-style-type: none"> <li>Add and subtract fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{8}</math>.</li> </ul>                 |
|  |                   | <ul style="list-style-type: none"> <li>Identify the appropriate sign for the answer to a multiplication problem involving two numbers (+/-).</li> </ul> | <ul style="list-style-type: none"> <li>Identify the sign for multiplication problems with positive numbers (0-10).</li> </ul> | <ul style="list-style-type: none"> <li>Identify the sign for multiplication problems with positive numbers (11-20).</li> </ul>               | <ul style="list-style-type: none"> <li>Identify the sign for multiplication problems with positive numbers (21-40) and negative numbers (-1 to -5).</li> </ul>   |
|  |                   | <ul style="list-style-type: none"> <li>Identify the quotient that corresponds to real-world data bar graph.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Identify data displays that are half of numbers (2, 4, 6, 8, 10).</li> </ul>           | <ul style="list-style-type: none"> <li>Identify data displays that are <math>\frac{1}{4}</math> of numbers (4, 8, 12, 16, or 20).</li> </ul> | <ul style="list-style-type: none"> <li>Identify data displays that are <math>\frac{1}{3}</math> of numbers (21, 24, 27, 30, 33, 36, 39), or <math>\frac{1}{8}</math> of numbers (24, 32, 40).</li> </ul> |

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|  |                         | <ul style="list-style-type: none"> <li>• Solve multiplication or division problems involving decimals and whole numbers.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve problems involving decimals (.5, .25, and .75) and whole numbers (0-10).</li> </ul>  | <ul style="list-style-type: none"> <li>• Solve problems involving fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{8}</math>) and whole numbers (11-20).</li> </ul> | <ul style="list-style-type: none"> <li>• Solve problems involving percentages (25%, 50%, 75%) of whole numbers (0-20).</li> </ul>   |
|  |                         | <ul style="list-style-type: none"> <li>• Match rational numbers to their corresponding decimal.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Match .5 with <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{6}</math>, and <math>\frac{4}{8}</math>.</li> </ul> | <ul style="list-style-type: none"> <li>• Match .25 with <math>\frac{1}{4}</math>, <math>\frac{2}{8}</math>, <math>\frac{3}{12}</math>, and <math>\frac{4}{16}</math>.</li> </ul>   | <ul style="list-style-type: none"> <li>• Match .75 with <math>\frac{3}{4}</math>, <math>\frac{6}{8}</math>, <math>\frac{9}{12}</math>, and <math>\frac{12}{16}</math>.</li> </ul>   |
|  | Expressions & Equations | <ul style="list-style-type: none"> <li>• Add and subtract expressions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Add expressions (1-10).</li> </ul>   | <ul style="list-style-type: none"> <li>• Add expressions (11-30).</li> </ul>   | <ul style="list-style-type: none"> <li>• Add expressions (31-50).</li> </ul>  |
|  |                         | <ul style="list-style-type: none"> <li>• Solve single-step real-life problems with whole numbers.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Solve real-life problems with addition and subtraction of numbers (1-10).</li> </ul>   | <ul style="list-style-type: none"> <li>• Solve real-life problems with addition and subtraction (11-30) and multiplication and division (0-20).</li> </ul>   | <ul style="list-style-type: none"> <li>• Solve real-life problems with addition and subtraction (31-50 or -1 to -10) and multiplication and division (21-40 or -1 to -5)</li> </ul> |
|  | Geometry                | <ul style="list-style-type: none"> <li>• Use a geometric figure to identify changes in scale.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Identify figures with changes in scale (1-2) by (1-5).</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify figures with changes in scale (1-2) by (6-10), <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify figures with changes in scale (1-2) by (11-20), <math>\frac{1}{3}</math> and <math>\frac{1}{6}</math>.</li> </ul>                 |
|  |                         | <ul style="list-style-type: none"> <li>• Identify simple geometric shapes.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify triangles and squares.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify circles and rectangles.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify rhombuses, pentagons, and hexagons.</li> </ul>  |

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|                          |   |   |   |  |  |
|--------------------------|---|---|---|--|--|
|                          |   | <ul style="list-style-type: none"> <li>• Use the formula for area to solve problems involving inches and feet.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Calculate area of square in square inches with areas (1-10).</li> </ul>  | <ul style="list-style-type: none"> <li>• Calculate area of square in square inches and feet with areas (11-20).</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Calculate area of square or circle in square inches and feet with areas (21-40).</li> </ul> |
| Statistics & Probability | <ul style="list-style-type: none"> <li>• Interpret data displays, totals, or means using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare data, totals, or means (0-10) using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare data totals, or means (11-20) using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare data, totals, or means (21-50) using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> </ul> |  |
|                          | <ul style="list-style-type: none"> <li>• Compare totals or means (averages) for different groups using visual displays.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Identify greater total or mean (average) for two groups (1-10).</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Identify greater or lower mean (average) for two groups (11-30).</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Identify greater mean (average) or median for 2-3 groups (31-50).</li> </ul>                                      |  |
|                          | <ul style="list-style-type: none"> <li>• Identify median and mean of a given dataset when provided with a definition.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Identify median/mean of 2-3 numbers in 1-10 range.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify median/mean of 4-5 numbers in 11-30 range.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify median/mean of 6-7 numbers in 31-50 range.</li> </ul>  |  |
|                          | <ul style="list-style-type: none"> <li>• Identify probabilities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify 50% probabilities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify 25% probabilities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify 75% probabilities.</li> </ul>  |  |
|                          | <ul style="list-style-type: none"> <li>• Identify probabilities of being selected.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify probabilities 1/1 to 1/10.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify probabilities 1-5/11 to 1-5/20.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify probabilities 6-10/21 to 6-10/40.</li> </ul>   |  |
|                          | <ul style="list-style-type: none"> <li>• Compare observed frequencies using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> </ul>              | <ul style="list-style-type: none"> <li>• Compare frequencies using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> (up to 6).</li> </ul>         | <ul style="list-style-type: none"> <li>• Compare frequencies using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> (up to 8).</li> </ul>         | <ul style="list-style-type: none"> <li>• Compare frequencies using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> (up to 10).</li> </ul>         |  |

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## EIGHTH GRADE MATHEMATICS

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

|   | Level 1  | Level 2  | Level 3  | Level 4   |
|---|--|--|--|---|
| <b>General Policy Definitions</b>                   | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> . | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> . |
| <b>Content-Specific Policy Definitions: Science</b> | Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.             | Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.                               | Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.           | Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.  |

**NOTE:** All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 8 Mathematics ALDs

|              |                   | Level 1   | Level 2   | Level 3  | Level 4  |
|--------------|-------------------|---|---|--|--|
| Content Area | Domain            | In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b>   | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b>  |
| Math         | The Number System | <ul style="list-style-type: none"> <li>Perform addition and subtraction with rational numbers.</li> </ul>   | <ul style="list-style-type: none"> <li>Perform addition and subtraction operations with <math>\frac{1}{2}</math> and <math>.5</math>.</li> </ul>                              | <ul style="list-style-type: none"> <li>Perform addition and subtraction and multiplication and division operations with <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>.25</math>, <math>.75</math>.</li> </ul> | <ul style="list-style-type: none"> <li>Perform addition and subtraction and multiplication and division with tenths <math>\frac{1}{10}</math> to <math>\frac{5}{10}</math> <math>.10</math> to <math>.50</math> and mixed numbers with <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.</li> </ul> |
|              |                   | <ul style="list-style-type: none"> <li>Identify square roots of perfect squares on a number line.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify square roots of 1, 4, 9, and 16.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify square roots of 25, 36, 49, and 64 on a number line.</li> </ul>  | <ul style="list-style-type: none"> <li>Locate square roots of 81 and 100, as well as pi and the square root of 2 on a number line.</li> </ul>  |

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|                         |   |  |   |   |
|-------------------------|---|--|---|---|
| Expressions & Equations | <ul style="list-style-type: none"> <li>Identify equivalent expressions.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Identify the number that matches a first power expression (1-20).</li> </ul>                        | <ul style="list-style-type: none"> <li>Identify the number that matches a second power expression.</li> </ul>                           | <ul style="list-style-type: none"> <li>Identify the number that matches a 3rd power expression.</li> </ul>  |
|                         | <ul style="list-style-type: none"> <li>Identify a number written as a power of ten when given a model.</li> </ul>     | <ul style="list-style-type: none"> <li>Identify 1-4 by 10 to the first power.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify 4-6 by 10 to the second power.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify 7-9 by 10 to the second power.</li> </ul>   |
|                         | <ul style="list-style-type: none"> <li>Identify whether power makes a number larger, smaller, or the same.</li> </ul> | <ul style="list-style-type: none"> <li>Identify powers of 1 as not changing a number's value (1-20).</li> </ul>                            | <ul style="list-style-type: none"> <li>Identify positive powers as making a number larger (21-50).</li> </ul>                           | <ul style="list-style-type: none"> <li>Identify negative powers, -1, -2, and -3 as making a number smaller (51-100).</li> </ul>   |
|                         | <ul style="list-style-type: none"> <li>Interpret linear graphs to determine slope.</li> </ul>                         | <ul style="list-style-type: none"> <li>Interpret linear slopes (0-5).</li> </ul>   | <ul style="list-style-type: none"> <li>Interpret linear slopes (6-10).</li> </ul>   | <ul style="list-style-type: none"> <li>Interpret linear slopes (11-20) and (-1 to -5).</li> </ul>   |
|                         | <ul style="list-style-type: none"> <li>Identify lines with the same slope in similar triangles.</li> </ul>            | <ul style="list-style-type: none"> <li>Determine lines with the same slope when triangles are oriented the same way (45-45-90).</li> </ul> | <ul style="list-style-type: none"> <li>Determine lines with the same slope when triangles are rotated 90 degrees (30-60-90).</li> </ul> | <ul style="list-style-type: none"> <li>Determine lines with the same slopes when triangles are rotated 180 degrees (acute or obtuse, non-isosceles triangles).</li> </ul> |

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|           |   |   |   |   |  |
|-----------|---|---|---|---|--|
|           |   | <ul style="list-style-type: none"> <li>• Solve linear equations.</li> </ul>   | <ul style="list-style-type: none"> <li>• Solve equations with one addition and subtraction operation.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Solve equations with 1 multiplication and division operation.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Solve equations with 1 addition and subtraction and 1 multiplication and division operation.</li> </ul> |
| Functions | <ul style="list-style-type: none"> <li>• Identify missing numbers in output tables.</li> </ul>                | <ul style="list-style-type: none"> <li>• Identify missing multiples of 2-5.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify missing multiples of 6-10.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify missing multiples of 11-20.</li> </ul>  |  |
|           | <ul style="list-style-type: none"> <li>• Identify the output table that matches a line graph.</li> </ul>      | <ul style="list-style-type: none"> <li>• Match the graph of line with slope (1-3) to output table.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Match the graph of line with slope (4-10) to output table.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Match the graph of line with slope (11-20, 1/2, 1/4, or -1/2, -1/4, -1 to -5) to output table.</li> </ul>      |  |
|           | <ul style="list-style-type: none"> <li>• Identify the graph that matches an output table.</li> </ul>          | <ul style="list-style-type: none"> <li>• Match the output table to graph of line with slope (1-3).</li> </ul>                           | <ul style="list-style-type: none"> <li>• Match the output table to graph of line with slope (4-10) to output table.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Match the output table to graph of line with slope (11-20 and/or -1 to -5) to output table.</li> </ul>         |  |
|           | <ul style="list-style-type: none"> <li>• Identify slope as positive, negative, zero, or undefined.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify positive slopes 1-3.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify negative slopes 4-10.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify zero or undefined slopes.</li> </ul>  |  |
| Geometry  | <ul style="list-style-type: none"> <li>• Identify congruent triangles that have been rotated.</li> </ul>      | <ul style="list-style-type: none"> <li>• Identify congruent equilateral triangles with 0, 30, 45, 60, or 90-degree rotation.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify congruent 30-60-90 or 45-45-90 triangles with 120, 135, 150, or 180-degree rotation.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify congruent acute, obtuse, or isosceles triangle with 210, 225, 240, or 270-degree rotation.</li> </ul> |  |

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|  |                          |  |   |  |   |
|--|--------------------------|--|---|--|---|
|  |                          | <ul style="list-style-type: none"> <li>• Identify similar triangles.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Identify similar equilateral triangles.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify similar 30-60-90 or 45-45-90 triangles.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify similar acute, obtuse, or isosceles triangles.</li> </ul>   |
|  |                          | <ul style="list-style-type: none"> <li>• Identify the right angles and hypotenuse of triangles.</li> </ul>     | <ul style="list-style-type: none"> <li>• Identify the right angle of a right triangle.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Identify the hypotenuse in a right triangle.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify the appropriate hypotenuse length given the side lengths and the formula.</li> </ul>                        |
|  |                          | <ul style="list-style-type: none"> <li>• Find the volume of a prism given a formula and definition.</li> </ul> | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 1-20.</li> </ul>  | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 21-50.</li> </ul>  | <ul style="list-style-type: none"> <li>• Solve problems involving volumes 51-100.</li> </ul>  |
|  | Statistics & Probability | <ul style="list-style-type: none"> <li>• Identify the line of best fit for a scatter plot.</li> </ul>          | <ul style="list-style-type: none"> <li>• Identify lines of best fit for widely different options that have tight variance.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify lines of best fit for options that are moderately apart and have more variance.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify lines of best fit for lines that are closer approximations and with data that has more variance.</li> </ul> |
|  |                          | <ul style="list-style-type: none"> <li>• Identify and compare rates.</li> </ul>                                | <ul style="list-style-type: none"> <li>• Identify faster rate using (0-20).</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify slower, faster, or same rate using (21-50).</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Identify slower, faster, or same rate using (51-100).</li> </ul>   |
|  |                          | <ul style="list-style-type: none"> <li>• Identify linear trends in real-world data.</li> </ul>                 | <ul style="list-style-type: none"> <li>• Identify positive trends in data with slopes 1-5.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Identify positive slopes 6-10.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify negative trends -1 to -10, zero, or undefined slopes.</li> </ul>  |

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## HIGH SCHOOL MATHEMATICS

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

|   | Level 1  | Level 2  | Level 3  | Level 4   |
|---|--|--|--|---|
| <b>General Policy Definitions</b>                   | Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> . | Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> . | Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> . |
| <b>Content-Specific Policy Definitions: Science</b> | Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.             | Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.                               | Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.           | Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.  |

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Grade 11 Mathematics ALDs

|              |                   | Level 1   | Level 2   | Level 3  | Level 4   |
|--------------|-------------------|---|---|--|---|
| Content Area | Domain            | In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b> | In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b> |
| Math         | Number & Quantity | <ul style="list-style-type: none"> <li>Identify units that are appropriate to scale.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify the units used for y-axis (range of 0-20).</li> </ul>   | <ul style="list-style-type: none"> <li>Compare units in terms of magnitude (0-40).</li> </ul>  | <ul style="list-style-type: none"> <li>Identify units that are relevant to scale of problem.</li> </ul>   |
|              |                   | <ul style="list-style-type: none"> <li>Add aligned vectors using given a model.</li> </ul>  | <ul style="list-style-type: none"> <li>Add vectors with sums in the 1-20 range.</li> </ul>  | <ul style="list-style-type: none"> <li>Add vectors with sums in the 21-40 range.</li> </ul>  | <ul style="list-style-type: none"> <li>Add vectors with sums in the 41-80 range.</li> </ul>   |
|              | Algebra           | <ul style="list-style-type: none"> <li>Identify parts of an expression.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify parts of first-degree expressions.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify parts of second-degree expressions.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify parts of third-degree expressions.</li> </ul>   |
|              |                   | <ul style="list-style-type: none"> <li>Solve linear equations with one variable.</li> </ul>   | <ul style="list-style-type: none"> <li>Solve equations with one addition and subtraction operation (0-10).</li> </ul>   | <ul style="list-style-type: none"> <li>Solve equations with 1 addition and subtraction or multiplication and division operation (0-20).</li> </ul>               | <ul style="list-style-type: none"> <li>Solve equations with 2 operations addition and subtraction and/or multiplication and division (0-40).</li> </ul>                   |

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|           |   |   |  |   |
|-----------|---|---|--|---|
| Functions | <ul style="list-style-type: none"> <li>Identify missing numbers in output tables.</li> </ul>                              | <ul style="list-style-type: none"> <li>Identify missing multiples of 1-8.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify missing multiples of 9-15.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify missing multiples of 16-30.</li> </ul>  |
|           | <ul style="list-style-type: none"> <li>Identify slope as positive, negative, zero, or undefined.</li> </ul>               | <ul style="list-style-type: none"> <li>Identify positive slopes 1-5.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify negative slopes 1-10.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify zero or undefined slopes.</li> </ul>  |
|           | <ul style="list-style-type: none"> <li>Identify the intercepts for line graphs.</li> </ul>                                | <ul style="list-style-type: none"> <li>Identify positive x intercept and/or y intercept (1-10).</li> </ul>                    | <ul style="list-style-type: none"> <li>Identify negative x intercept and/or y intercept (-1 to -10).</li> </ul>  | <ul style="list-style-type: none"> <li>Identify negative and positive intercepts of x and/or y axis (-10 to 10, including the origin).</li> </ul> |
|           | <ul style="list-style-type: none"> <li>Match a linear function with its graph.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Identify a line with negative or positive slope when provided with a model.</li> </ul> | <ul style="list-style-type: none"> <li>Match a numeric description of a line with its graph (numeric = descriptions of slopes, points on line).</li> </ul> | <ul style="list-style-type: none"> <li>Match an algebraic description of a line with its graph.</li> </ul>  |
|           | <ul style="list-style-type: none"> <li>Identify the relationship between two quantities provided a line graph.</li> </ul> | <ul style="list-style-type: none"> <li>Identify positive relationships when provided a line graph.</li> </ul>                 | <ul style="list-style-type: none"> <li>Identify negative or undefined relationships when provided a line graph.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Project the relationship between two quantities given a scenario.</li> </ul>                               |
|           | <ul style="list-style-type: none"> <li>Identify the common difference in a sequence.</li> </ul>                           | <ul style="list-style-type: none"> <li>Identify the positive common difference in an arithmetic sequence (1-10).</li> </ul>   | <ul style="list-style-type: none"> <li>Identify the missing term in arithmetic sequence with common differences (1 -20).</li> </ul>                        | <ul style="list-style-type: none"> <li>Identify the missing term in geometric sequence with ratios (1/2, 1/4, 1/3, &amp; 10-20).</li> </ul>       |

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|--|----------|---|--|--|---|
|  |          | <ul style="list-style-type: none"> <li>Identify and compare rates.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify faster rate using (0-20).</li> </ul>                                   | <ul style="list-style-type: none"> <li>Identify slower, faster, or same rate using (21-100).</li> </ul>                              | <ul style="list-style-type: none"> <li>Identify slower, faster, or same rate using (101-250).</li> </ul>                            |
|  | Geometry | <ul style="list-style-type: none"> <li>Identify congruent angles and shapes.</li> </ul>                               | <ul style="list-style-type: none"> <li>Identify congruent triangles, circles, and squares.</li> </ul>                  | <ul style="list-style-type: none"> <li>Identify congruent angles, rectangles, and rhombuses.</li> </ul>                              | <ul style="list-style-type: none"> <li>Identify congruent pentagons, hexagons, and octagons.</li> </ul>                             |
|  |          | <ul style="list-style-type: none"> <li>Identify equilateral shapes.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify equilateral triangles.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Identify equilateral squares (e.g., not rectangles or rhombuses).</li> </ul>                  | <ul style="list-style-type: none"> <li>Identify equilateral hexagons.</li> </ul>  |
|  |          | <ul style="list-style-type: none"> <li>Identify similar shapes.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify similar triangles, circles, and squares.</li> </ul>                    | <ul style="list-style-type: none"> <li>Identify similar rectangles, and rhombuses.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify similar pentagons, hexagons, and octagons.</li> </ul>                               |
|  |          | <ul style="list-style-type: none"> <li>Identify the coordinates of the missing point in geometric figures.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the missing coordinate for triangles in the first quadrant.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the missing coordinate for rectangles in the first or second quadrant.</li> </ul>    | <ul style="list-style-type: none"> <li>Identify the missing point for pentagons in any of the four quadrants.</li> </ul>            |
|  |          | <ul style="list-style-type: none"> <li>Identify points that divide a given line segment in half.</li> </ul>           | <ul style="list-style-type: none"> <li>Identify points that divide a line segment in half (1-10).</li> </ul>           | <ul style="list-style-type: none"> <li>Identify points that divide a line segment in quarters (12-40, multiples of four).</li> </ul> | <ul style="list-style-type: none"> <li>Identify the point that divides a line segment in thirds (12-42, multiples of 3).</li> </ul> |
|  |          |   |  |  |   |

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|  |                          |  |  |   |   |
|--|--------------------------|--|--|---|---|
|  |                          | <ul style="list-style-type: none"> <li>• Identify the perimeter of shapes.</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify perimeter of triangles with side lengths (1-5).</li> </ul>                           | <ul style="list-style-type: none"> <li>• Identify the perimeter of squares and rectangles with side lengths (1-10).</li> </ul>                    | <ul style="list-style-type: none"> <li>• Identify the perimeter of pentagons with side lengths (1-20).</li> </ul>   |
|  |                          | <ul style="list-style-type: none"> <li>• Identify the geometric shape of common objects (e.g., traffic sign).</li> </ul>                           | <ul style="list-style-type: none"> <li>• Identify objects that are shaped like squares.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Identify objects that are shaped like circles or rectangles.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Identify objects that are shaped like rhombuses, pentagons, or octagons.</li> </ul>  |
|  | Statistics & Probability | <ul style="list-style-type: none"> <li>• Identify quantities of a given value for a line plot, histogram, or dot plot.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Identify quantities of values in the 1-5 range with 3 value entries.</li> </ul>               | <ul style="list-style-type: none"> <li>• Identify quantities of values in the 0-10 range with 4-5 value entries.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Identify quantities of values in the 0-20 range with 6-8 value entries.</li> </ul>   |
|  |                          | <ul style="list-style-type: none"> <li>• Identify the mean of a given dataset when provided with a model, algorithm, and/or definition.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the mean of 2-3 numbers in 1-20 range when provided a model or algorithm.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the mean or median of 4-5 numbers in 21-50 range when provided a model or algorithm.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the mean, median or range of 6-10 numbers in 51-100 range when provided a model, algorithm, or definition.</li> </ul> |
|  |                          | <ul style="list-style-type: none"> <li>• Identify values in a two-way frequency table, given a model.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Identify the totals in a two-way frequency table (1-20).</li> </ul>                           | <ul style="list-style-type: none"> <li>• Identify the marginal frequencies in a two-way frequency table (21-50).</li> </ul>                       | <ul style="list-style-type: none"> <li>• Compare frequencies in a two-way frequency table using the terms more, fewer, or the same.</li> </ul>                          |

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|--|--|---|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>Identify the type of linear relationship between variables given linear graphs in quadrant one.</li> </ul> | <ul style="list-style-type: none"> <li>Identify positive linear relationships.</li> </ul>                                | <ul style="list-style-type: none"> <li>Identify negative linear relationships.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Identify positive and negative slopes.</li> </ul>                                  |
|  |  | <ul style="list-style-type: none"> <li>Identify the probability of an event occurring.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify the probability of an event occurring using .5 probabilities.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the probability of an event occurring using .25 probabilities.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the probability of an event occurring using .10 probabilities.</li> </ul> |

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