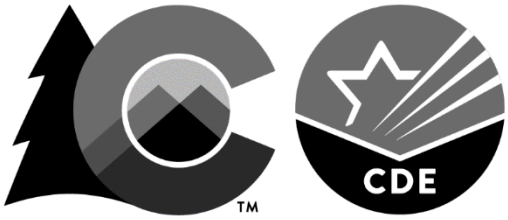
Science, Mathematics & English Language Arts/Literacy including Colorado Spanish Language Arts

Colorado Measures of Academic Success
Colorado Alternate Assessment Program



Interpretive Guide to Assessment Reports

A Guide for Parents and Educators

2021

1.0 General Information for Parents and Educators

1.1 Purpose of This Guide

This guide provides information on the individual student performance reports, school reports, and district reports provided for the Colorado Measures of Academic Success (CMAS) and Colorado Alternate assessment (CoAlt) results. Section 2.0 outlines and explains elements of the individual student report and may be shared with parents and educators to help them understand their students' test results. Sections 3.0 through 8.0 outline and explain elements of the school and district reports.

Please note that the sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

1.2 Background

1.2.1 Colorado Measures of Academic Success (CMAS) and Colorado Alternate Assessments (CoAlt)

The CMAS assessments are Colorado's standards-based assessments designed to measure the Colorado Academic Standards (CAS) in the content areas of mathematics, English language arts (ELA), science, and social studies. Eligible English learners in grades 3 and 4 may take the Colorado Spanish Language Arts (CSLA) form as an accommodation in place of an ELA form. A small number of students with the most significant cognitive disabilities who meet specific criteria may demonstrate their content knowledge on the CoAlt assessments which measure the Extended Evidence Outcomes (EEOs) of the CAS. This guide addresses CoAlt Science assessments specifically. The purpose of the CMAS and CoAlt assessments are to indicate the degree to which students have mastered the expectations of the CAS in each content area at the end of the tested grade level. Results are intended to provide one measure of a student's academic progress relative to the CAS. Results should be taken into consideration alongside other achievement information available locally.

CMAS and CoAlt Science (and Social Studies) assessments were first administered across Colorado in 2013-2014 and CMAS mathematics and ELA assessments were first administered in 2014-2015. CDE requested a partial waiver of federal assessment requirements for the spring 2021 assessments from the U.S. Department of Education (USED) due to COVID-19 conditions in Colorado. The partial waiver solely addressed CMAS/CoAlt English language arts (ELA), Math and Science assessments. The USED approved assessing alternating grades for CMAS/CoAlt ELA and Math. Under the spring 2021 waiver, districts and schools were required to administer CMAS/CoAlt ELA assessments to all students (except those with a parent excusal) in third, fifth, and seventh grades, and CMAS/CoAlt Math to all students (except those with a parent excusal) in fourth, sixth, and eighth grades. Parents could choose to have their children take both the ELA and math assessments. Parents of third, fifth, and seventh graders could opt their students in to CMAS/CoAlt Math and parents of fourth, sixth, and eighth graders could opt their students in to CMAS/CoAlt ELA (see table below). Districts and schools were required to administer these assessments to students whose parents opted them in. CMAS Science was administered in eighth grade only, while CoAlt Science was administered in both eighth and eleventh grades. The waiver included a requirement for all grades and content areas to be publicly reported as long as minimum n size (minimum number of students) and student data privacy requirements are met. These adjustments to testing, along with the suspension of Colorado's social studies assessments, were also made for spring 2021 by the Colorado legislature.

The following table includes the content areas and grade levels that were assessed across Colorado in spring 2021.

Content Area	2021 Required Test	2021 Optional Test	2021 Not Administered
ELA*	Grades 3, 5, 7 (CMAS/CoAlt)	Grades 4, 6, 8 (CMAS/CoAlt)	
Mathematics	Grades 4, 6, 8 (CMAS/CoAlt)	Grades 3, 5, 7 (CMAS/CoAlt)	
Science	Grade 8 (CMAS and CoAlt) High School (CoAlt)		Grade 5 (CMAS and CoAlt) and High School (CMAS)
Social Studies			Grades 4 and 7 (CMAS/CoAlt)

*As a requirement of Colorado School Law C.R.S. §22-7-1006.3 (4) (a) and (b), Spanish-speaking students in grades 3 and 4 who meet established eligibility criteria may take the CSLA form in place of the ELA form of the CMAS assessment.

CMAS Mathematics, ELA, and Science

Available in online and paper format, CMAS assessments were developed by Colorado educators, the Colorado Department of Education, and the testing contractor.

CSLA

Available in paper format, CSLA forms are designed for students with a home language of Spanish who are enrolled in bilingual programs in grades 3 and 4. The CSLA forms serve as accommodated versions of the CMAS ELA assessments. They are parallel and comparable to CMAS ELA in test design, item type, scoring and reporting. Therefore, separate CSLA reports are not included throughout this guide (please refer to ELA reporting information and examples).

1.2.2 Colorado Alternate Assessments (CoAlt) – Additional Information

CoAlt is the standards-based assessment designed specifically for students with the most significant cognitive disabilities who, even with accommodations, are unable to participate in CMAS. CoAlt assesses the performance expectations of the EEOs of the CAS and students must meet participation requirements to take the assessments. CoAlt assessments are administered in a one-on-one setting between teachers and students. Teachers use CoAlt scoring rubrics to evaluate student responses before submitting performance results. For each CMAS assessment there is a corresponding CoAlt assessment; however, this guide only includes the CoAlt science assessments. The CoAlt mathematics and ELA assessments were developed by the Dynamic Learning Maps (DLM) consortium and reports for those assessments are not included in this guide.

1.2.3 COVID-19 Impact on Results - Interpretation Considerations

When interpreting spring 2021 state assessment results, it is important to keep the impact of the COVID-19 pandemic on the 2020-21 school year in mind.

Unique 2020-21 Learning Experiences – How did COVID-19 impact the school year?

Students experienced various learning disruptions this school year, which may include reduced instructional time, limited access to internet and technology to allow full participation in remote learning, and lack of learning supports such as tutoring and afterschool programming. Students across Colorado learned through a variety of models, including in-person, remote, and hybrid instruction. The leveraged models may have changed, sometimes abruptly and sporadically, across students and across the year. In response to the pandemic, some schools and districts may have adjusted or reduced the content covered during instruction from a typical year, while the assessments maintained the same expectations from previous years.

It is likely the impact of these learning disruptions was uneven within schools and districts, and across the state. Some students, such as students from low-income families or English learners, were likely more impacted by the COVID-19 pandemic due to having access to fewer resources and supports.

Student Performance – What can state assessment results tell you about student learning?

Spring 2021 state tests and expectations were consistent with tests from previous years. Because the scale scores and performance levels retain the same meaning from previous years, results continue to provide information about what individual students know and can do in relation to the grade-level expectations of the CAS. In terms of mastered content, results for students who had a comparatively typical testing experience may be interpreted with relative confidence (i.e., a student's score at a CMAS performance level 4 or 5 may be considered an indicator of mastery of the CAS). The potential impact of test administration conditions on results should be considered on an individual basis for students whose actual testing experiences were significantly different from previous years.

State assessments provide point-in-time snapshots of what individual students know. It is important to take this year's circumstances and other available information about a student's learning into consideration when reviewing results and making determinations regarding student learning.

As the only standards-based statewide indicator of student achievement, state assessments were given to provide Colorado parents, educators, and the community with information about student achievement at the end of the 2020-21 school year.

Participation Rates

Some students were able to take tests this school year while others weren't due to test site limitations, safety concerns, challenges with technology, other interferences, or parental concerns. This means that some participation rates for districts, schools, or student groups are lower than in past years. As participation rates decrease, challenges with interpreting results increase. In addition, the wide availability of different learning settings—in-person, remote learning, or hybrid—means that students had varying access to take state tests. Thus, some student groups will be overrepresented in the results and others may be underrepresented. Consider the degree to which tested students mirror the state, district and/or school total population. Districts and schools are encouraged to closely review their local participation data when interpreting and comparing aggregated and group results, as participation rates are critical to interpretation and they will vary greatly across the state this year.

Due to these factors and many more challenges experienced during the pandemic, districts/schools may not be able to make direct comparisons within or across years using 2021 assessment data. However, districts/schools can use this year's results, combined with other data, to identify where the pandemic may have differentially impacted learning across Colorado student groups and as a baseline to support the evaluation of future COVID-19 recovery efforts.

Colorado may use the aggregated information gained from the assessment as an important indicator that will allow the state to better understand the impact of COVID-19 and select, implement and address student learning recovery efforts in the short and long term. The results may be used to help direct COVID-19 related recovery efforts supported by state and federal relief funds.

1.3 Reporting Results

1.3.1 Sharing Results with Parents

As a requirement of Colorado School Law C.R.S. §22-7-1006.3 (8) (a), personnel within the district and school must share with and explain to the parent or legal guardian of each student the student's state assessment results. When discussing aggregated results with parents, districts and schools are strongly encouraged to closely review their local participation rates as participation rates are critical to interpretation and the spring 2021 participation rates varied greatly across the state.

1.3.2 Confidentiality of Reporting Results

The results of individual student performance on all Colorado assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). When possible, aggregated student performance data representing 16 or more students is made available to the public. Additional data suppression rules are also applied to aggregated reports to protect student privacy. Aggregated reports do not contain the names of individual students or teachers.

2.0 A Parent and Educator Guide to Understanding the Colorado Measures of Academic Success (CMAS) and Colorado Alternate Assessment (CoAlt) Student Performance Reports

2.1 Program Overview

CMAS, along with CoAlt for students with the most significant cognitive disabilities, are Colorado's standards-based assessments designed to measure the Colorado Academic Standards (CAS). The CAS contain the concepts and skills students are typically expected to learn in order to be successful in the current grade and to make academic progress from year to year. The purpose of CMAS and CoAlt is to indicate the degree to which students have mastered the CAS in the assessed content areas at the end of the tested grade level. CMAS and CoAlt results are intended to provide one measure of a student's academic progress relative to the CAS. An individual student performance report is created for each student who takes a CMAS and CoAlt assessment so that parents can understand their student's demonstration of learning of the CAS in the assessed grade level and content area.

As a requirement of Colorado School Law C.R.S. §22-7-1006.3 (4) (a) and (b), Spanish-speaking students in grades 3 and 4 who meet established eligibility criteria may take the Colorado Spanish language arts (CSLA) form in place of the ELA form. CSLA forms are parallel and comparable to the CMAS ELA forms in test design, item type, scoring and reporting. Therefore, separate CSLA reports and descriptions are not included in this guide (refer to ELA reporting information and examples).

In spring 2021, CMAS and CoAlt English Language Arts (ELA) assessments were given to all students in grades 3, 5 and 7. Parents could opt their child(ren) in for grades 4, 6 and 8. CMAS and CoAlt Math assessments were given to all students in grades 4, 6 and 8. Parents could opt their child(ren) in for grades 3, 5 and 7. CMAS Science assessments was given in grade 8, while CoAlt Science was given in both grades 8 and 11. CMAS and CoAlt Social Studies assessments were not administered this year.

What Parents need to Know about 2021 Assessment Results

The CMAS or CoAlt Student Performance Report provides information about your child's mastery of Colorado's grade-level expectations of the Colorado Academic Standards (CAS). Understanding the following information is especially important when reviewing your child's spring 2021 results given the impact of COVID-19 on Colorado communities.

Unique 2020-21 Learning Experiences – How did COVID impact the school year?

As you review your child's results, consider the unique experiences encountered by your child and their school throughout the past year. The pandemic reduced or disrupted learning opportunities for some students, schools and districts. Students across Colorado learned through a variety of models, including in-person, remote, and hybrid instruction. Some students and schools also experienced disruptions to learning due to periodic quarantining. In response to the pandemic, some schools and districts may have adjusted or reduced the content covered during instruction from a typical year, while CMAS continues to measure the breadth and depth of the grade-level expectations contained in the Colorado Academic Standards.

Individual Student Performance – What can CMAS or CoAlt results tell you about your child's learning?

Spring 2021 state tests and expectations were consistent with tests from previous years. Because the scale scores and performance levels retain the same meaning from previous years, results continue to provide information

about what your child knows and can do in relation to the grade-level expectations of the CAS. The most important information for parents to review on the report is the performance level and scale score information that provide indicators of your child's learning of the CAS. In terms of mastered content, results for students who had a comparatively typical testing experience may be interpreted with relative confidence (i.e., a student's score at a CMAS performance level 4 or 5 may be considered an indicator of mastery of the CAS). The potential impact of test administration conditions on results should be considered on an individual basis for students whose actual testing experiences were significantly different from previous years.

CMAS and CoAlt assessments provide point-in-time snapshots of what your child knows and is able to do. It is important to take this year's circumstances and other information you have about your child's learning into consideration when reviewing results and making determinations regarding student learning. You may want to discuss your child's results, any unfinished learning they may have, and how you can best support your child in engaging with the skills and concepts they will be learning in school year 2021-22 with your child's teacher. As the only standards-based statewide indicator of student achievement, CMAS and CoAlt assessments were given to provide Colorado parents, educators, and the community with information about student achievement at the end of the 2020-21 school year.

Participation Rates – Should you compare your child's results to school, district and state performance? Participation rates (the percent of enrolled students who took the assessment) are included on the performance report to help you make sense of school, district and state-level results. The challenging school year may have resulted in lowered participation for some schools and districts. In addition, CMAS and CoAlt tests in some content areas and grade levels were optional for this year only. You are encouraged to review participation rates closely if you are interested in comparing your child's performance to school, district and state performances. Interpretations of school, district and state performance should be made with caution or completely avoided when participation rates are extremely low, as they especially tend to be for this year's optional assessments (ELA for grades 4, 6 and 8, and math for grades 3, 5 and7).

2.2 Performance Levels and Types of Scores on the Student Reports

To understand each part of the individual student performance reports, it is important to become familiar with the types of assessment scores included on the reports. Student performance on the Colorado assessments is described at varying levels on the individual student reports using scale scores, performance levels and subclaim performance indicators. State, district, and school average results are included in relevant sections of the report to help parents understand how their student's performance compares to that of other students. In some instances, a dash (–) appears in place of average results for a school and/or district. This indicates there are too few students (less than 16) to maintain student privacy, and therefore, results are not reported.

2.2.1 Scale Scores

A scale score is a numerical value that summarizes student performance. When the points a student earns on an assessment are placed on a common scale, the student's score becomes a scale score. Scale scores adjust for slight differences in difficulty on versions of the assessment that can vary slightly from student to student within a year (referred to as forms of the assessment) or between school years (referred to as administrations). Scale scores allow for comparisons of assessment scores, within a particular grade and subject area, across administrations. As an example, a student who receives a score of 700 on one form of the 7th grade mathematics assessment is expected to score a 700 on any form of the assessment. A student who scored 650 on the 8th grade science assessment in 2021 demonstrated the same level of mastery of concepts and skills as an 8th grade student who scored 650 on the science test in 2017. Scale scores cannot be used to compare student performance across grades (e.g., grade 4 to grade 7) or subject areas (e.g., science to mathematics).

Mathematics and ELA, including CSLA, scale scores for the overall test range from 650 to 850. ELA, including CSLA, reports also provide separate scale scores for reading. Reading scale scores range from 110 to 190.

CMAS Science scale scores range from 300 to 900. Science scale scores are reported for the overall test, content standards and Scientific Inquiry/Nature of Science (referred to as reporting categories), and item type.

CoAlt Science scale scores are reported for the overall test and range from 0 to 250.

2.2.2 Performance Levels

Scale scores are used to determine a student's performance level for the overall assessment. Performance levels describe the concepts and skills students are expected to demonstrate within a certain range of scores at the overall assessment level (i.e., ELA, mathematics, or science). Descriptors for each tested grade level and content area are included in **Appendix B** of this document.

CMAS Performance Levels

There are five cross-grade and content area performance levels for CMAS mathematics and ELA, including CSLA, assessments. There are four cross-grade and content area performance levels for CMAS science and social studies assessments.

CMAS Performance Levels	
CMAS Mathematics, ELA, and CSLA	**CMAS Science and Social Studies**
Level 5: Exceeded Expectations*	**Level 4:** Exceeded Expectations*
Level 4: Met Expectations*	**Level 3:** Met Expectations*
Level 3: Approached Expectations	**Level 2:** Approached Expectations
Level 2: Partially Met Expectations	**Level 1:** Partially Met Expectations
Level 1: Did Not Yet Meet Expectations	

*Students in the top two performance levels met or exceeded the expectations of the CAS and are considered on track for the next grade level in the content areas of language arts, mathematics, science, or social studies. Students in the remaining performance levels may need academic support to successfully engage in further studies in the content area.

CoAlt Performance Levels

CoAlt Science includes four performance levels.

CoAlt Performance Levels
Science and Social Studies
Advanced*
At Target*
Approaching Target
Emerging

*The top two performance levels indicate that with appropriate supports, the student is prepared for further study in the content area.

2.2.3 Percentile Ranking

CMAS Mathematics, ELA (including CSLA), and Science

Because of the reduced number of students who tested in spring 2021 for some tests, a percentile ranking is not available on 2021 CMAS reports; however, percentile rankings for required assessments are included in the district and school individual student data files. The percentile ranking shows how well the student performed in comparison to other students in the state who tested this year. For example, a student in the 75th percentile performed better than 75 percent of students in the state. Percentiles from spring 2021 should not be compared to prior years.

2.2.4 Additional Performance Indicators

In addition to scale scores and performance levels, individual student performance reports include other indicators to help parents and educators understand their student's performance. These performance indicators are described below for each assessment.

CMAS Mathematics and ELA (including CSLA)

CMAS Mathematics and ELA, including CSLA, student reports provide subclaim performance graphics comparing the performance of the student, their district, and the state. ELA student reports include a reading scale score.

Subclaim performance on the assessments is reported as the percent of points earned for overall writing and for each of the writing, reading, and mathematics subclaims. Percent earned refers to the number of points earned out of the total number of points possible within a reporting category. The percent earned indicator can only be used to compare performance of the individual student to the average district and average state performance on the specific set of items being considered. Participation rates should be taken into consideration when comparing individual student subclaim performance to state or district average performance. Some groups of items may be more difficult than other sets of items, so unlike the scale score, the percent earned indicator cannot be compared across groups of items or across school years.

For the overall writing claim and each subclaim, a marker indicates the average performance on that claim or subclaim of students who just crossed into the Met Expectations performance level on the overall test.

CMAS Science

CMAS science reports include percent earned indicators for Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs)* in elementary and middle school and for PGCs in high school. Percent earned refers to the number of points earned out of the total number of points possible within a reporting category. The percent earned indicator can only be used to compare performance of the individual student to the average district and average state performance on the specific set of items being considered. Participation rates should be taken into consideration when comparing individual student subclaim performance to state or district average performance. Some groups of items may be more difficult than other sets of items, so unlike the scale score, the percent earned indicator cannot be compared across groups of items or across school years.

For each PGC or GLE, a marker indicates the average performance on that subscore of students who just crossed into the Met Expectations performance level on the overall test.

*PGCs and GLEs are described more fully in **Appendix C**.

CoAlt Science

CoAlt science reports include the percent of points earned. The percent of points earned refers to the number of points a student earned out of the total number of points possible within a reporting category. The percent of points earned indicator can only be used to compare performance of the individual student to the average state performance on the specific set of items being considered. Participation rates should be taken into consideration when comparing individual student subclaim performance to state or district average performance. Some groups of items may be more difficult than other sets of items; so, unlike the scale score, the percent of points earned indicator cannot be compared across groups of items or across school years. Percent of points earned are provided at the standard level. For science, the standards are physical science, life science, and earth systems science.

2.3 Description of Individual Student Performance Reports for CMAS Mathematics and ELA, including CSLA

Sample CMAS grade 4 ELA and Mathematics Student Performance Reports are displayed in Sections 2.4 and 2.5. Each page of the sample report is included individually. The sample report provides the same type of information that is included on all of the mathematics and ELA, including CLSA, reports. To learn more about each part of the Student Performance Report, match the white letters in gray circles from the sample report to the information included with the corresponding letters on the following pages.

2.3.1 General Information

Refer to page 1 of the Student Performance Report.

A. Identification Information
The student's name, state assigned student identification number (SASID), birthdate, school, and district.

B. Test Date
The season and year the student took the assessment.

C. Subject Area
The subject area of the student's assessment (i.e., mathematics or ELA, including CSLA).

D. Grade Level
The grade level of the student's assessment.

E. Explanation of Overall Performance
A brief explanation of the overall assessment results is given to help understand the information provided in the box below the explanation.

2.3.2 Overall Assessment Scores

Refer to page 1 of the Student Performance Report.

F. Overall Scale Score and Performance Level
The student's overall scale score (the number between 650 and 850) and performance level (Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations, Did Not Yet Meet Expectations) are provided. For each content area, students receive an overall scale score and, based on that score, are placed in one of five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations (see **Appendix A** for more information on scale scores and **Appendix B** for more information on performance levels).

G. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level

This graphic provides an illustration of the five performance levels and identifies where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black diamond positioned along the range of overall scale scores that define each performance level. The arrows represent the probable range, which is based on the standard error of measurement at that scale score and indicates the range of scores the student would likely receive if the assessment were taken multiple times. The probable range of scores differs across forms and across levels of performance within forms. The ranges of overall scale scores are indicated underneath the graphic. For all grade levels in mathematics and ELA, including CSLA, students cross into Partially Met Expectations (performance level 2) when they achieve a scale score of 700, Approached Expectations (performance level 3) when they achieve a scale score of 725, and Met Expectations (performance Level 4) when they achieve a scale score of 750. The scale score needed to reach Exceeded Expectations (performance level 5) varies. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

Average scale scores at the school, district, and state levels are identified to the left of the graph and are indicated by smaller diamonds on the graph. The location of the diamonds can be compared to see how the student performed in comparison to the average student in their school, district, or the state. If the student's score diamond is to the right of the school, district, or state average diamond, then the student performed better than that group's average. If the student's diamond is to the left of the school, district, or state diamond, then on average, that group performed better than the student. Interpretations of, and comparisons between, scores of the student, school, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

The dotted lines on the graph show the lowest scores needed to achieve Partially Met Expectations, Approached Expectations, Met Expectations, and Exceeded Expectations performance levels. The scale scores representing each of those scores are indicated on the bottom of the graph.

H. Percent of Students Tested

The percent of students tested at the school, district and state levels provide participation information that should be considered when interpreting aggregated results. Interpretations of, and comparisons of scores between, the student, school, district and state levels should be made with caution or completely avoided when participation is low.

I. Percent of Students at Each Performance Level

The bars beneath the overall performance graphic show the percentage of students within Colorado who performed at each of the five performance levels and gives a sense of how the student's performance compares to other students' performance in Colorado. Interpretations of, and comparisons between, scores of the student and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

J. Performance Level Description (PLD)

PLDs provide details about the specific grade-level content area concepts and skills typically demonstrated by students within a performance level. The PLD that corresponds to the student's performance level is included on the report. The full list of performance level descriptors for each grade level and content area is included in **Appendix B** of this document. For students scoring in Level 1: Did Not Yet Meet Expectations, the PLD for Level 2 is provided.

2.3.3 Performance by Sub-Reporting Category

Refer to page 2 of the Student Performance Report.

K. Graph Key

Explanatory text for the bars in the Percent of Points Earned graph: student's performance, district average, state average, and average of students who just crossed into the Met Expectations overall performance level.

L. Graphical Representation of Reading Scale Score

ELA and CSLA student reports include the student's scale score for reading (refer to Section 2.2.1). The student's reading scale score is indicated by the top black diamond. Arrows around the student's diamond represent the probable range, which is based on the standard error of measurement and indicates the range of scores the student would likely receive if the assessment were taken multiple times. Reading scale scores range from 110 to 190. A single cut score at 150 indicates the average level of performance of students who just crossed into Met Expectations on the overall ELA assessment.

The average scale scores at the school, district, and state levels are identified to the left of the graph and are indicated by smaller diamonds on the graph. The location of the diamonds can be compared to see how the student performed in comparison to the average student in their school, district, or the state. If the student's score diamond is to the right of the school, district, or state average diamond, then the student performed better than that group's average. If the student's diamond is to the left of the school, district, or state diamond, then on average, that group performed better than the student. Interpretations of, and comparisons between, scores of the student, school, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

M. Writing Claim and ELA/Math Subclaim Category and Performance Indicators

Students demonstrate specific skill sets (subclaims) on the assessments that are identified within each reporting category for ELA and CSLA (e.g., Literary Text within Reading and Written Expression within Writing) and mathematics (e.g., Expressing Mathematical Reasoning). Each subclaim category includes the header identifying the subclaim and a graph showing the percent of points earned for each subclaim and the overall Writing claim.

N. Subclaim Performance Indicator Graphics

The graph shows the percent of points earned for each reading, writing, or mathematics subclaim. The top bar in each of the figures represents the percent of points earned by the student for each of the subclaim categories and the overall writing claim. Bars representing district and state averages appear below for comparison. The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall test. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

<u>The percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.</u>

O. QR Code

The Colorado Academic Standards website can be accessed via the QR Code on the report.

2.4 Sample Individual Student Performance Report – CMAS ELA and CSLA

Page 1

Confidential Student Performance Report

Colorado Measures of Academic Success

Student: FIRSTNAME008 LASTNAME008 (A)

SASID: 2021040238 Birthdate: 01/14/2007
School: SAMPLE SCHOOL NAME (4444)
District: SAMPLE DISTRICT NAME (5555)

(B) **Spring 2021**

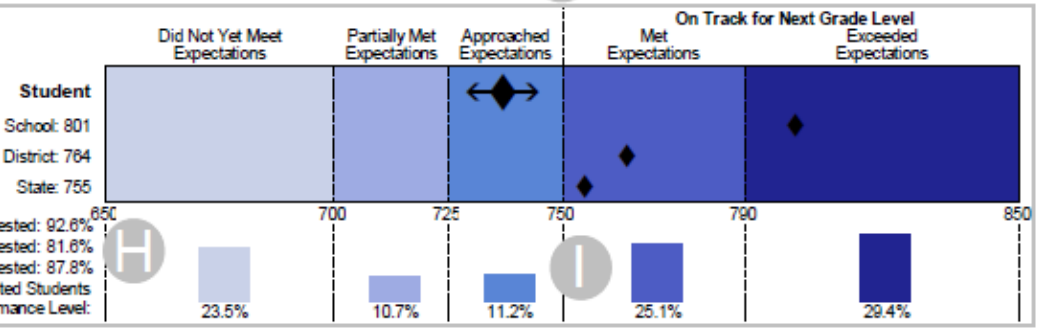
English Language Arts/Literacy (C) (D) Grade 3

This CMAS report provides information about your student's mastery of skills and concepts in the academic standards which are the basis for instruction in Colorado schools. Your student's performance on this test is represented by a scale score and a performance level.

(E)
- Scale scores are represented by diamonds on the graph. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment were taken multiple times. Scale scores can be compared across years.
- School, district, and state information allows you to compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- The performance levels are separated by dotted lines.
- You are encouraged to discuss this report with your student's teacher.

(G)

Your Student's Score (F)
737
Approached Expectations



Percent of School Students Tested: 92.6%
Percent of District Students Tested: 81.6%
Percent of CO Students Tested: 87.8%
Percent of CO Tested Students by Performance Level: (H)

(I)

Performance Level Descriptor - Approached Expectations

FIRSTNAME008 **Approached Expectations** and may benefit from additional support to meet expectations at the next grade level. Students in this level typically demonstrate the following:

Reading
- With very complex text: the ability to ask and/or answer questions with minimal accuracy, showing minimal understanding of the text when referring to explicit details and examples in the text.
- With moderately complex text: the ability to be generally accurate when asking and/or answering questions, showing basic understanding of the text when referring to explicit details and examples in the text.
- With readily accessible text: the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

(J)

Writing

Written Expression: students typically address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled. Students typically:
- Develop topic and/or narrative elements in a manner that is general in its appropriateness to the task and purpose.
- Demonstrate some organization.
- Include some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.

Knowledge and use of Language Conventions: students typically demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.

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To view the full version of the performance level descriptors, visit https://coassessments.com/parentsandguardians.

For more information on the CMAS assessment program, visit
http://www.cde.state.co.us/assessment/cmas.

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FIRSTNAME008 LASTNAME008

English Language Arts/Literacy

Confidential

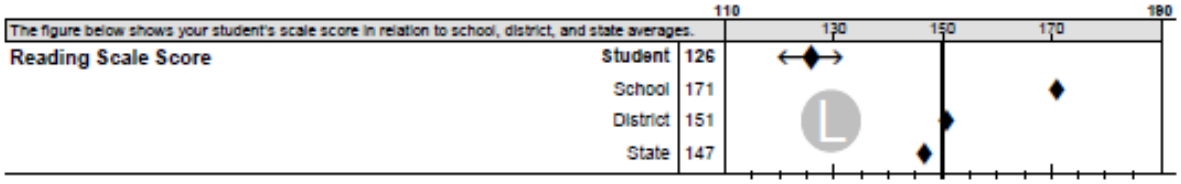
Subclaim Performance

K

The top diamond in the figure below shows your student's performance in Reading.
The top bar in each of the other graphs shows the percent of points your student earned for writing and specific ares of reading and writing.
District Averages are provided for comparison.
State Averages are provided for comparison.
The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall English Language Arts/Literacy test.

Reading - Refer to page 1 for participation rates.

The figure below shows your student's scale score in relation to school, district, and state averages.



	Points Possible	Percent of Points Earned*
Literary Text Students read and analyze fiction, drama, and poetry.	18	67%
Informational Text Students read and analyze nonfiction, history, science, and the arts.	18	0%
Vocabulary Students use context to determine what words and phrases mean.	10	20%

M

	Points Possible	Percent of Points Earned*
Writing - Refer to page 1 for participation rates.		
Overall Writing Overall is calculated by multiplying Written Expression points by three and adding Language and Conventions points.	27	100%
Written Expression Students compose well-developed writing using details from what they have read.	7	100%
Language and Conventions Students demonstrate knowledge of conventions and other important elements of language.	6	100%

N

*Percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.

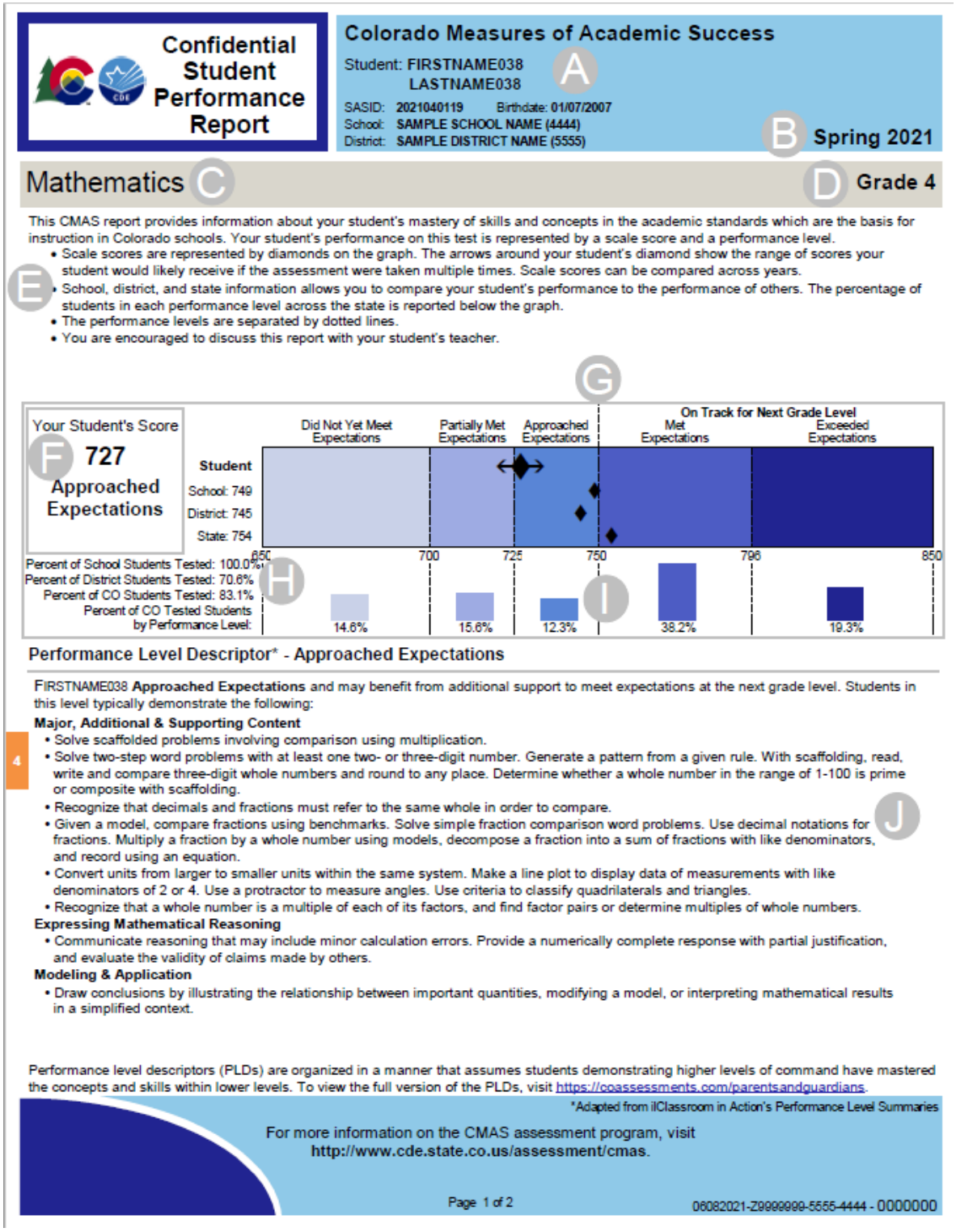
O

For more information about the standards included in this assessment, please visit the Colorado Department of Education's website at http://www.ode.state.co.us/cooreadingwriting/statestandards.

Page 2 of 2

2.5 Sample Individual Student Performance Report – CMAS Mathematics

Page 1



Confidential Student Performance Report

Colorado Measures of Academic Success

Student: FIRSTNAME038 LASTNAME038 (A)
SASID: 2021040119 Birthdate: 01/07/2007
School: SAMPLE SCHOOL NAME (4444)
District: SAMPLE DISTRICT NAME (5555)

(B) Spring 2021

Mathematics (C) (D) Grade 4

This CMAS report provides information about your student's mastery of skills and concepts in the academic standards which are the basis for instruction in Colorado schools. Your student's performance on this test is represented by a scale score and a performance level.

- Scale scores are represented by diamonds on the graph. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment were taken multiple times. Scale scores can be compared across years. (E)
- School, district, and state information allows you to compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- The performance levels are separated by dotted lines.
- You are encouraged to discuss this report with your student's teacher.

(G)

Your Student's Score (F)
727
Approached Expectations

Percent of School Students Tested: 100.0%
Percent of District Students Tested: 70.6%
Percent of CO Students Tested: 83.1%
Percent of CO Tested Students by Performance Level: (H)

(I)

Performance Level Descriptor* - Approached Expectations

FIRSTNAME038 **Approached Expectations** and may benefit from additional support to meet expectations at the next grade level. Students in this level typically demonstrate the following:

Major, Additional & Supporting Content

- Solve scaffolded problems involving comparison using multiplication.
- Solve two-step word problems with at least one two- or three-digit number. Generate a pattern from a given rule. With scaffolding, read, write and compare three-digit whole numbers and round to any place. Determine whether a whole number in the range of 1-100 is prime or composite with scaffolding.
- Recognize that decimals and fractions must refer to the same whole in order to compare.
- Given a model, compare fractions using benchmarks. Solve simple fraction comparison word problems. Use decimal notations for fractions. Multiply a fraction by a whole number using models, decompose a fraction into a sum of fractions with like denominators, and record using an equation. (J)
- Convert units from larger to smaller units within the same system. Make a line plot to display data of measurements with like denominators of 2 or 4. Use a protractor to measure angles. Use criteria to classify quadrilaterals and triangles.
- Recognize that a whole number is a multiple of each of its factors, and find factor pairs or determine multiples of whole numbers.

Expressing Mathematical Reasoning

- Communicate reasoning that may include minor calculation errors. Provide a numerically complete response with partial justification, and evaluate the validity of claims made by others.

Modeling & Application

- Draw conclusions by illustrating the relationship between important quantities, modifying a model, or interpreting mathematical results in a simplified context.

4

Performance level descriptors (PLDs) are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within lower levels. To view the full version of the PLDs, visit https://coassessments.com/parentsandguardians.

*Adapted from ilClassroom in Action's Performance Level Summaries

For more information on the CMAS assessment program, visit
http://www.cde.state.co.us/assessment/cmas.

Page 1 of 2

06082021-Z9999999-5555-4444 - 0000000

FIRSTNAME038 D. LASTNAME038

Mathematics

Confidential

Subclaim Performance

The top bar in each of the other graphs shows the percent of points your student earned for each of the four mathematics assessment subclaims.

District Averages are provided for comparison.

State Averages are provided for comparison.

The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall Mathematics test.

	Points Possible	Percent of Points Earned* 0% 25% 50% 75% 100%
Mathematics - Refer to page 1 for participation rates.		
Major Content Students solve problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators.	24	8%
Additional & Supporting Content Students solve problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data.	7	14%
Expressing Mathematical Reasoning Students create and justify logical mathematical solutions and analyze and correct the reasoning of others.	11	82%
Modeling & Application Students solve real-world problems, represent and solve problems with symbols, reason quantitatively, and strategically use appropriate tools.	9	56%

*Percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.

For more information about the standards included in this assessment, please visit the Colorado Department of Education's website at http://www.cde.state.co.us/coemath/statestandards.

Page 2 of 2

2.6 Description of Individual Student Performance Report – CMAS Science

A sample grade 8 science student performance report is displayed in Section 2.7. Each page of the sample report is included individually. The sample report includes the same type of information included on every science report. To learn more about each part of the student performance report, match the white letters in gray circles from the sample report to the information included with the corresponding letters on the following pages.

2.6.1 General Information

Refer to page 1 of the Student Performance Report.

A. Identification Information
The student's name, state assigned student identification number (SASID), birthdate, school, and district.

B. Test Date
The season and year the student took the assessment.

C. Subject Area
The subject area of the student's assessment (science).

D. Grade Level
The grade level of the student's assessment.

2.6.2 Overall Assessment Scores

Refer to page 1 of the Student Performance Report.

E. Explanation of Overall Performance
A brief explanation of the overall assessment results is given to help understand the information provided in the box below the explanation.

F. Student's Overall Scale Score and Performance Level
The student's overall scale score (the number between 300 and 900) and performance level (Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations) are provided. The scale score and performance level included in this part of the report represent the student's overall performance on the assessment in the content area (science or social studies). Grade level and content area specific performance level descriptors providing the concepts and skills students are typically able to demonstrate at each level are found on the last page of the report.

G. Graphical Representation of Overall Performance: Scale Score and Performance Level by Student, School, District, and State
The student's scale score is indicated by a large diamond on the graph. The arrows to the left and right of the diamond indicate the range of scores the student would likely receive if the assessment were taken multiple times.

The average scale scores at the school, district, and state levels are identified to the left of the graph and are indicated by smaller diamonds on the graph. The location of the diamonds can be compared to see how the student performed in comparison to the average student in their school, district, or the state. If the student's score diamond is to the right of the school, district, or state average diamond, then the student performed better than that group's average. If the student's diamond is to

the left of the school, district, or state diamond, then on average, that group performed better than the student.

The dotted lines on the graph show the lowest scores needed to achieve Approached Expectations, Met Expectations, and Exceeded Expectations performance levels. The scale scores representing each of those scores are indicated on the bottom of the graph.

H. Percent of Students Tested

The percent of students tested at the school, district and state levels provide participation information that should be considered when interpreting aggregated results. Interpretations of, and comparisons of scores between, the student, school, district and state levels should be made with caution or completely avoided when participation is low.

I. Percent of Students at Each Performance Level

The bars beneath the overall performance graphic show the percentage of students within Colorado who performed at each of the four performance levels and gives a sense of how the student's performance compares to other students' performance in Colorado. Interpretations of, and comparisons between, scores of the student and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

2.6.3 Subscale Performance

Refer to page 1 of the Student Performance Report.

J. Explanation of Subscale Performance

In this part of the report, the student's performance is presented by individual reporting categories. Information to help understand the graphical representation in this section is included.

K. Subscale Scores

Subscale scores indicate how the student performed in each reporting category. Like the overall science and social studies scale scores, subscale scores range from 300 to 900 and can be compared across school years. Average subscale scores are also provided for the student's school and district. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

L. Reporting Category Descriptions

Reporting categories include the standards for science (physical science, life science, and earth systems science). Scientific Investigation and the Nature of Science is also included as a reporting category. Descriptions of the reporting categories from the CAS are included in this section of the report. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

M. Graphical Representation of Subscale Performance by Student, School, and District

The graphical representation of subscale performance shows how the student performed in each reporting category. The student's performance is represented by a large diamond on the graph. The arrows around the student's diamond show the range of scores that the student would likely receive if the assessment was taken multiple times.

The graphical representation also shows how the student performed in comparison to other students in the student's school or district. Smaller diamonds represent performance of students in the school

and district. If the student's score diamond is to the right of the school or district average diamond, the student's subscale score was higher than the school or district average scale score. If the student's diamond is to the left, then the student's subscale score was lower than the school or district average.

The shaded areas of the graph represent the performance of about 70% of students in the state. If the student's score diamond is to the right of the shaded area, the student's performance is considered relatively strong in that area in comparison to other students in the state. If the student's score diamond is to the left of the shaded area, the student's performance is considered relatively weak in that area in comparison to other students in the state. These categories are based on the state performance for the current year and can change from year to year. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

2.6.4 Performance by Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs)

Refer to page 2 of the Student Performance Report.

N. Explanation of PGCs and GLEs

PGCs and GLEs are important parts of the CAS. PGCs represent the concepts and skills students need to master in order to be college and career ready by the time of graduation. GLEs are grade-specific expectations that indicate that students are making progress toward the PGCs. This section of the report describes performance with percent earned indicators for PGCs and GLEs at the elementary and middle school levels and for PGCs at the high school level. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

O. Graph Key

The graph key includes the explanatory text for the bars in the percent earned graph: student's performance, district average, and state average.

P. Standard, PGC, and GLE

Descriptions of the PGCs and GLEs that were included on the assessment are listed under each standard. **Note:** The high school science report does not include GLE-level information.

Q. Points Possible

This number shows the total points possible for each PGC and GLE on the assessment. **Note:** Information is not reported at the GLE level on the high school science report.

R. Graphical Representation of Percent Earned

The graph shows the percentage of items that were answered correctly out of the total number of items for each PGC and GLE. When looking at the shaded bars in the graph, the student's performance can be compared to the average district and state performance. The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall test. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

Note: There are relatively few points associated with each PGC or GLE. A student's bar can look much longer or much shorter based on a single correct or incorrect item response. Remember that percent earned score information cannot be compared across PGCs, GLEs, or years. Information is not reported at the GLE level on the high school science report. On elementary and middle school reports, the graph for the PGCs is blank when a PGC has only one associated GLE.

2.6.5 Performance by Item Type

Refer to page 3 of the Student Performance Report.

CMAS assessments include selected-response and constructed-response items. Selected-response items require students to choose the correct answer(s) from provided options. Sometimes these are referred to as multiple choice, multiple select, and matching items. Constructed-response items require students to develop their own answers to questions.

S. Selected-Response Scale Score

The student's selected-response scale score can be compared to the average scale scores for selected-response items for the student's school, district, and the state. The student's school and district can compare next year's groups of students to this year's students by looking at selected-response scale scores. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

T. Constructed-Response Scale Score

The student's constructed-response scale score can be compared to the average scale scores for constructed-response items for the student's school, district, and the state. The student's school and district can look at next year's groups of students and compare them to this year on the constructed-response scale score. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

U. Graphical Representation of Selected-Response and Constructed-Response Scale Scores

The large diamond on the graph represents the student's scale score. The arrows around the student's score diamond show the range of scores that the student would likely receive if the assessment was taken multiple times. The smaller diamonds represent the average scale scores of the student's school, district, and the state. If the student's score diamond is to the right of the school, district, or state average diamond, then the student performed better than that group's average. If the student's diamond is to the left of the school, district, or state diamond, then that group performed better than the student on average. Interpretations of, and comparisons between, scores of the student, district and state levels should be made with caution or completely avoided when participation is low (see H. Percent of Students Tested).

2.6.6 Performance Level Descriptions

Refer to page 4 of the Student Performance Report.

V. Performance Level Descriptions (PLDs)

PLDs are provided for each of the four performance levels:

- Exceeded Expectations
- Met Expectations
- Approached Expectations
- Partially Met Expectations

The student's report reflects the PLDs specific to the assessed grade and content area. PLDs discuss the specific concepts and skills students in each performance level typically demonstrate for the student's assessed grade level and content area. PLDs are included in **Appendix B** of this document.

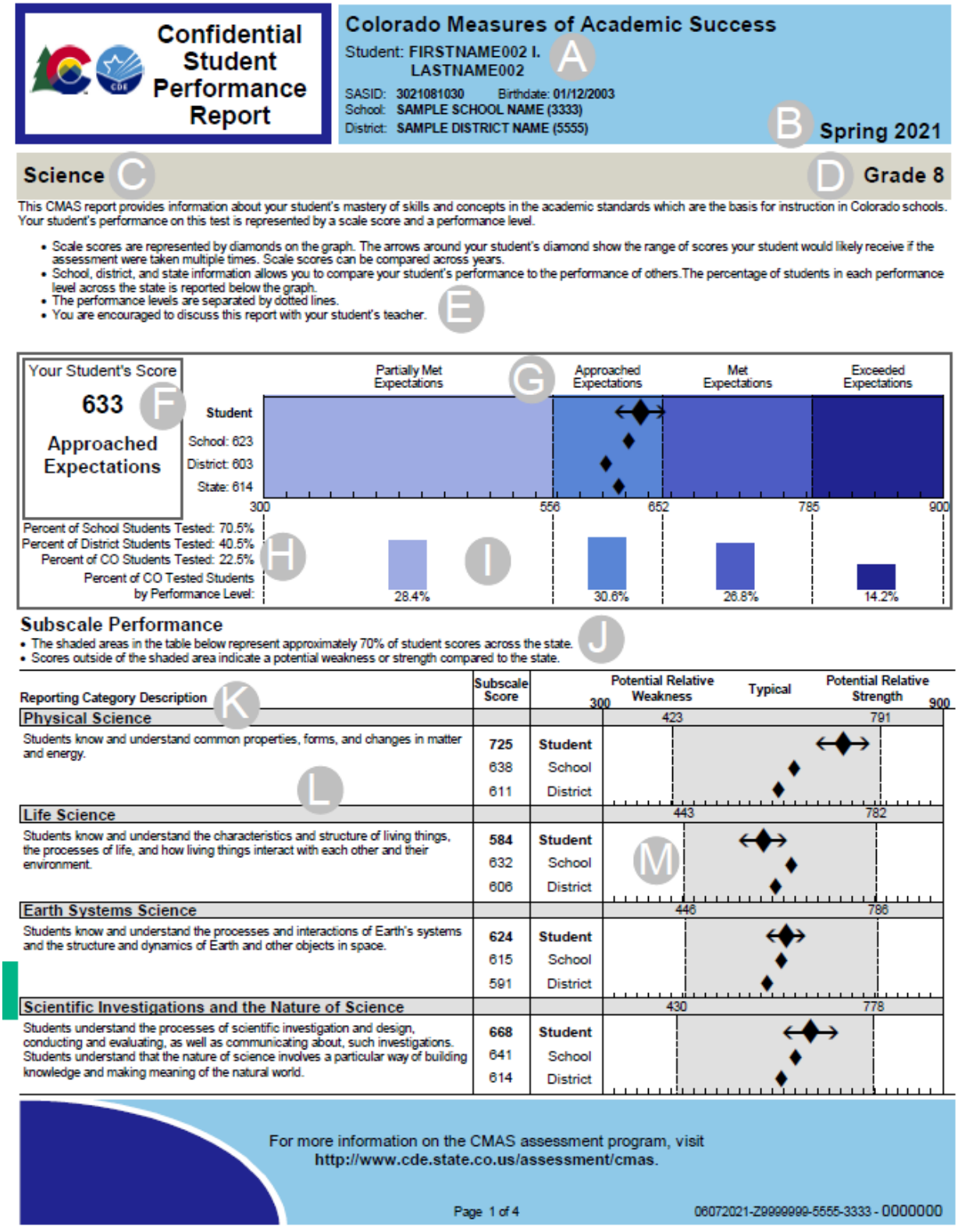
Elementary and middle school students in the top two performance levels, Exceeded Expectations and Met Expectations, are considered on track for the next grade level in science; high school students in the top two performance levels are considered ready for college or career.

W. QR Code

The Colorado Academic Standards website can be accessed via the QR Code on the report.

2.7 Sample Individual Student Performance Report – CMAS Science

Page 1



Confidential Student Performance Report

Colorado Measures of Academic Success

Student: FIRSTNAME002 I. LASTNAME002 (A)

SASID: 3021081030 Birthdate: 01/12/2003
School: SAMPLE SCHOOL NAME (3333)
District: SAMPLE DISTRICT NAME (5555)

(B) Spring 2021

Science (C) (D) Grade 8

This CMAS report provides information about your student's mastery of skills and concepts in the academic standards which are the basis for instruction in Colorado schools. Your student's performance on this test is represented by a scale score and a performance level.

- Scale scores are represented by diamonds on the graph. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment were taken multiple times. Scale scores can be compared across years.
- School, district, and state information allows you to compare your student's performance to the performance of others.The percentage of students in each performance level across the state is reported below the graph.
- The performance levels are separated by dotted lines.
- You are encouraged to discuss this report with your student's teacher. (E)

Your Student's Score
633 (F)
Approached Expectations

(G) Partially Met Expectations | Approached Expectations | Met Expectations | Exceeded Expectations

Student
School: 623
District: 603
State: 614

300 556 652 785 900

Percent of School Students Tested: 70.5%
Percent of District Students Tested: 40.5%
Percent of CO Students Tested: 22.5%
Percent of CO Tested Students by Performance Level: (H)

(I) 28.4% | 30.6% | 26.8% | 14.2%

Subscale Performance (J)

- The shaded areas in the table below represent approximately 70% of student scores across the state.
- Scores outside of the shaded area indicate a potential weakness or strength compared to the state.

Reporting Category Description (K)	Subscale Score		Potential Relative Weakness / Typical / Potential Relative Strength (300 – 900)
Physical Science			423 – 791
Students know and understand common properties, forms, and changes in matter and energy. (L)	**725**	**Student**	
	638	School	
	611	District	
Life Science			443 – 782
Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (M)	**584**	**Student**	
	632	School	
	606	District	
Earth Systems Science			446 – 786
Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.	**624**	**Student**	
	615	School	
	591	District	
Scientific Investigations and the Nature of Science			430 – 778
Students understand the processes of scientific investigation and design, conducting and evaluating, as well as communicating about, such investigations. Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.	**668**	**Student**	
	641	School	
	614	District	

For more information on the CMAS assessment program, visit
http://www.cde.state.co.us/assessment/cmas.

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Colorado Measures of Academic Success

Science

Confidential

Performance by Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs)

- Within each standard, PGCs are identified. PGCs represent the concepts and skills that students need to master in order to be college and career ready.
- GLEs are grade-specific expectations that indicate a student is making progress toward the PGCs.
- The figure below shows the percent of points that your student earned for each GLE represented in the grade. If there is more than one GLE for a PGC, the PGC is also provided.

Student's performance
District average
State average
Average of students who just crossed into the Met Expectations performance level

Standard, PGC, and GLE - Refer to Page 1 for participation rates.	Points Possible	Percent of Points Earned* 0% 25% 50% 75% 100%
Physical Science		
PGC 1: Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects		
GLE 1: Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object's change of motion	7	86%
PGC 2: Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable	15	67%
GLE 2: There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved	7	57%
GLE 4: Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties	8	75%
PGC 3: Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions		
GLE 3: Distinguish between physical and chemical changes, noting that mass is conserved during any change	7	57%
Life Science		
PGC 1: Explain and illustrate with examples how living systems interact with the biotic and abiotic environment		
GLE 1: Human activities can deliberately or inadvertently alter ecosystems and their resiliency	11	27%
PGC 2: Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment		
GLE 2: Organisms reproduce and transmit genetic information (genes) to offspring, which influences individuals' traits in the next generation	13	31%
Earth Systems Science		
PGC 1: Evaluate evidence that Earth's geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system	12	58%
GLE 1: Weather is a result of complex interactions of Earth's atmosphere, land and water, that are driven by energy from the sun, and can be predicted and described through complex models	6	50%
GLE 2: Earth has a variety of climates defined by average temperature, precipitation, humidity, air pressure, and wind that have changed over time in a particular location	6	67%
PGC 2: Describe and interpret how Earth's geologic history and place in space are relevant to our understanding of the processes that have shaped our planet	15	33%
GLE 3: The solar system is comprised of various objects that orbit the Sun and are classified based on their characteristics	8	13%
GLE 4: The relative positions and motions of Earth, Moon, and Sun can be used to explain observable effects such as seasons, eclipses, and Moon phases	7	57%

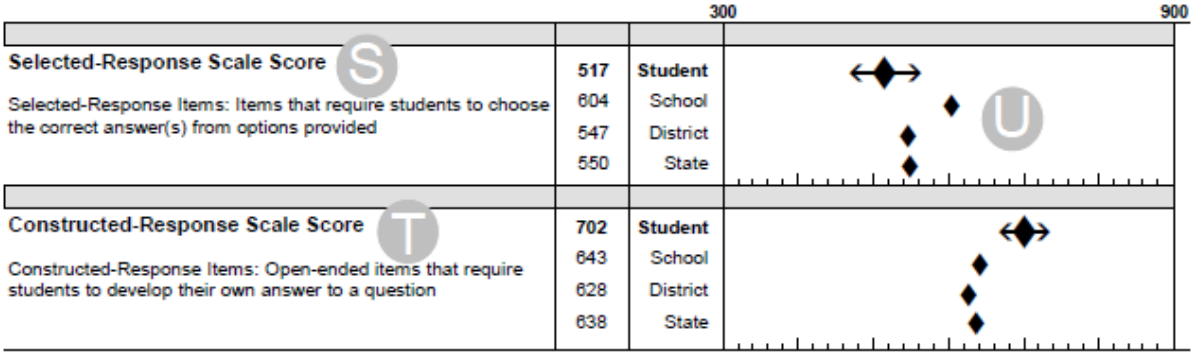
*Percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across GLEs and PGCs because the number of items and the difficulty of items may not be the same.

FIRSTNAME002 I. LASTNAME002

Grade 8

Performance by Item Type

CMAS assessments include selected-response and constructed-response items. The figure below shows your student's scale score for each item type in relation to school, district and state averages.



Page 4

Science Performance Level Descriptions

Students demonstrate mastery of science concepts and 21st century skills aligned to the Colorado Academic Standards at various performance levels. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student who approached expectations has also mastered the concepts and skills included in the partially met expectations performance level.

Students who Exceeded Expectations demonstrated distinguished command of the Colorado Academic Standards and can typically:

- Design an investigation to predict the movement of an object by examining the forces applied to it
- Use models to predict amounts of energy transferred
- Analyze data and models to support claims about genetic reproduction and traits of individuals
- Use observations and models to develop and communicate a weather prediction
- Evaluate scientific theories and investigations that explain how the solar system was formed

Students who Met Expectations demonstrated strong command of the Colorado Academic Standards and can typically:

- Use mathematical expressions and appropriate information from sources to describe the movement of an object
- Analyze different forms of energy and energy transfer using tools
- Construct an experiment to show mass is conserved
- Investigate the characteristics and behaviors of waves using models, technology, and basic rules of waves
- Analyze human impact on local ecosystems
- Use mathematics to predict the physical traits and genetic makeup of offspring
- Relate tides, eclipses, lunar phases, and seasons to the motion and positions of the Sun, Earth, and the Moon, using the basic rules of the solar system

Students who Approached Expectations demonstrated moderate command of the Colorado Academic Standards and can typically:

- Analyze speed and acceleration of moving objects
- Describe different forms of energy and energy transfer
- Use a variety of sources, including popular media and peer-generated explanations, to investigate and describe an environmental issue
- Analyze data and historical research for various weather conditions and compare to historical data for that date and location
- Investigate and ask testable questions about Earth's different climates using various techniques

Students who Partially Met Expectations demonstrated limited command of the Colorado Academic Standards and can typically:

- Distinguish between physical and chemical changes
- Recognize the relationship between pitch and frequency in sound
- Identify human activities that alter the ecosystem
- Recognize that genetic information is passed from one generation to the next
- Compare basic and severe weather conditions and develop an action plan for safety
- Use tools and simulations to explore the solar system

For more information about the standards included in this assessment, please visit the Colorado Department of Education's website at **http://www.cde.state.co.us/coscience/statestandards.**

Page 4 of 4

2.8 Description of Individual Student Performance Report – CoAlt Science

A Student Performance Report is created for each student who takes a CoAlt assessment. This section of the guide explains the elements of the Student Performance Report. A sample CoAlt Student Performance Report is displayed in Section 2.9.

2.8.1 General Information

Refer to page 1 of the Student Performance Report.

A. Identification Information
The student's name, state assigned student identifier (SASID), birthdate, school, and district.

B. Test Date
The season and year the student took the assessment.

C. Subject Area
The subject area of the student's assessment.

D. Grade Level
The grade level of the student's assessment.

2.8.2 Overall Assessment Scores

Refer to page 1 of the Student Performance Report.

E. Explanation of Overall Performance
A brief explanation of the overall assessment results to help understand the reported information.

F. Student's Overall Scale Score and Performance Level
The student's overall scale score (the number between 0 and 250) and performance level (Emerging, Approaching Target, At Target, or Advanced) are provided. An inconclusive designation is given to students who did not respond to any items on the assessment. The scale score and performance level included in this part of the report represent the student's overall performance on the assessment in the content area (science). Grade level and content area-specific performance level descriptors providing the concepts and skills students are typically able to demonstrate at each level are found on page 2 of the report.

G. Graphical Representation of Overall Performance by Student and State
The student's scale score is indicated by a large diamond on the graph. The arrows to the left and right of the diamond indicate the range of scores the student would likely receive if the assessment were taken multiple times.

The average scale score at the state level is identified to the left of the graph and is indicated by a smaller diamond on the graph. The location of the diamonds can be compared to see how the student performed in comparison to the average student at the state level. If the student's score diamond is to the right of the state average diamond, the student performed better than the state average. If the student's diamond is to the left of the state diamond, on average, the state performed better than the student.

The dotted lines on the graph show the lowest scores needed to achieve Approaching Target, At Target, and Advanced performance levels. The scale scores representing each of those scores are

indicated on the bottom of the graph.

H. Percent of Students Tested
The percent of students tested at the state level provides participation information that should be considered when interpreting aggregated results. Interpretations at the school, district and state levels should be made with caution or completely avoided when participation is low. Interpretations of, and comparisons of scores between, the student and state levels should be made with caution or completely avoided when participation is low.

I. Percent of Students at Each Performance Level
The bars beneath the overall performance graphic show the percentage of students within Colorado who performed at each of the four performance levels and gives a sense of how the student's performance compares to other students' performance in Colorado. Interpretations of, and comparisons of scores between, the student and state levels should be made with caution or completely avoided when participation is low.

2.8.3 Content Standard Performance

Refer to page 1 of the Student Performance Report.

J. Content Standard Descriptions
Descriptions for science standards (physical science, life science, and earth systems science).

K. Points Earned
Points earned indicates how many points the student earned for each content standard.

L. Points Possible
Points possible indicates the total number of points possible for each content standard.

M. Graphical Representation of Content Standard Performance by Student and State
The graphical representation of content standard performance shows how the student performed in each standard. The student's performance is represented by a bar graph. The average percent of points earned for each content standard at the state level is identified by a second bar graph. The bar graphs show the student's percent of points earned as compared to the state average percent of points earned. If the student's bar ends to the right of the state average bar, then the student's percent of points earned was higher than the state average. If the student's bar ends to the left of the state average bar, then the student's percent of points earned was lower than the state average. Interpretations of, and comparisons of scores between, the student and state levels should be made with caution or completely avoided when participation is low.

N. Graph Key
Indicates the student's percent of points earned and the state average percent of points earned.

2.8.4 Performance Level Descriptions

Refer to page 2 of the Student Performance Report.

O. Performance Level Descriptions
Specific grade level and content area descriptions are available for each of the four CoAlt performance levels:

- Advanced

- At Target
- Approaching Target
- Emerging

The student's report reflects the performance level descriptions specific to the assessed grade level and content area. These performance level descriptions discuss the specific concepts and skills that students in each performance level typically demonstrate in the assessed grade level and content area. Performance level descriptions for each grade level and content area are located in **Appendix B.**

P. QR Code

The Colorado Academic Standards website can be accessed via the QR Code on the report.

2.9 Sample Individual Student Performance Report – CoAlt Science

Page 1

Confidential Student Performance Report

Colorado Alternate Assessment

Student: FIRSTNAME002 LASTNAME002 (A)
SASID: 2021085280 Birthdate: 01/28/2005
School: SAMPLE SCHOOL NAME (4444)
District: SAMPLE DISTRICT NAME (5555)

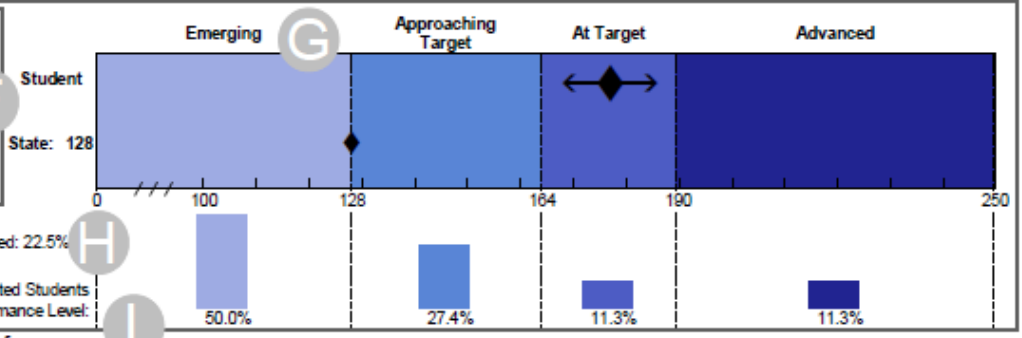
(B) Spring 2021

Science (C) **Grade 8** (D)

This Colorado Alternate (CoAlt) report provides information about your student's mastery of skills and concepts in the Extended Evidence Outcomes of the academic standards which are the basis for instruction in Colorado schools. Your student's performance on this test is represented by a scale score and a performance level.

(E)
- Scale scores are represented by diamonds on the graph. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment were taken multiple times. Scale scores can be compared across years.
- State information allows you to compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- The performance levels are separated by dotted lines.
- You are encouraged to discuss this report with your student's teacher.

Your Student's Score (F)
177
At Target



Content Standard Performance

Reporting Category Description (J)	Points Earned (K)	Points Possible (L)	Percent of Points Earned* (M)
Physical Science			
Students know and understand common properties, forms, and changes in matter and energy.	27	30	90% / 50%
Life Science			
Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.	25	28	89% / 58%
Earth Systems Science			
Students know and understand the processes and interactions of Earth's systems and the structure and dynamics of Earth and other objects in space.	47	50	94% / 54%

8

*The percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across Standards because the number of items and the difficulty of items may not be the same.

(N) Student's Score | State Average

For more information on the CoAlt assessment program, visit www.cde.state.co.us/assessment.

Page 1 of 2

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Page 2

Science Performance Level Descriptions

Students demonstrate science concepts and skills aligned to the Grade Level Expectations and Extended Evidence Outcomes contained in the Colorado Academic Standards. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student who is At Target has also mastered the concepts and skills included in the Approaching Target performance level.

With appropriate support, Advanced students can typically:

- Match an object to itself before and after a physical or chemical change
- Compare and contrast different water or sound waves using wave characteristics
- Determine if different materials can absorb, reflect, or refract light
- Predict the effect of a human activity on a local ecosystem
- Identify why the appearances of the Sun and the moon change in the sky, including phases of the moon and eclipses

With appropriate support, At Target students can typically:

- Determine an object's directionality and compare the speeds of moving objects
- Determine sources for light and heat
- Determine if an object has undergone a physical or chemical change
- Identify sources of waves
- Identify human activities that have an effect on local ecosystems
- Identify traits that are passed down from parent to child
- Compare safe and unsafe practices during severe weather conditions
- Use models and simulations to explore the motions of Earth, the moon, and the Sun

With appropriate support, Approaching Target students can typically:

- Recognize that the speed and direction of a force can change moving objects
- Compare different forms of energy
- Label chemical and physical changes
- Label different types of waves
- Recognize the effect of human activity on the local ecosystem
- Identify similarities and differences in parents and children
- Identify severe weather conditions and follow a simple action plan for severe weather
- Recognize facts and fiction in regards to space exploration

With appropriate support, Emerging students can typically:

- Identify objects changing speed while moving
- Recognize that heat, light, and electricity are forms of energy
- Identify different types of waves
- Recognize stages of human aging
- Recognize different weather conditions
- Identify different climates
- Identify scientific tools related to weather and space exploration
- Acknowledge that celestial objects have patterns of movement

An Inconclusive designation is given to students who did not respond to any items on the assessment.

For more information about the standards included in this assessment, please visit the Colorado Department of Education's website at **http://www.cde.state.co.us/coextendedeo.**

Page 2 of 2

3.0 Understanding the Colorado School and District Reports

3.1 Purpose and Use of Colorado Assessment Results

The primary purpose of CMAS and CoAlt is to provide high-quality assessments that align to the Colorado Academic Standards (CAS). Assessment results are a helpful tool in evaluating educational programs and student progress. These reports:

- Summarize and report on the status and progress of student achievement
- Describe student performance relative to meeting standards
- Gauge school, district, and state year-to-year progress
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

Standardized assessments are a valuable tool for evaluating programs. However, any assessment can provide only one part of the picture. CMAS and CoAlt assessment results are not able to identify, let alone measure, every factor that contributes to the success or failure of a program. Assessment results can be most helpful if considered as one component of an evaluation system.

3.2 School and District Reports

In addition to individual Student Performance Reports, schools and districts receive the following reports:

School and District Reports	
All content areas	Performance Level Summaries, Content Standards Rosters (school level only), District Summary of Schools (district level only), Participation Summary Report
CMAS Science	Item Analysis Reports
CMAS Mathematics, ELA, and CSLA	Evidence Statement Analysis Reports

These reports summarize how students in the school or district performed and are described later in this section. School and district reports are not for public distribution and are only to be viewed by individuals authorized to access student level data.

Note: Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout and information on the reports. Sample reports do not include actual data from any administration.

3.2.1 Types of Scores on the Colorado School and District Reports

To understand each part of the Colorado assessment school and district reports, it is important to become familiar with the types of assessment scores that are included on the report. At varying levels, student performance is described by scale scores, performance levels, subclaim performance indicators, and percent earned. State, district, and school level information is provided in relevant sections of the reports so that performance at these levels can be compared. A dash (–) appears on the report when there are too few students in a school or district to maintain student privacy, therefore, results are not reported. Information about appropriate comparisons of scores appears in Section 3.3.

3.2.2 Scale Scores

A scale score is a numerical value that summarizes student performance. When the points a student earns on an assessment are placed on a common scale, the student's score becomes a scale score. Scale scores adjust for slight differences in difficulty on versions of the assessment that can vary slightly from student to student within a year (referred to as forms of the assessment) or between school years (referred to as administrations). Scale scores allow for comparisons of assessment scores, within a particular grade and subject area, across administrations. As an example, a student who receives a score of 700 on one form of the 7th grade mathematics assessment is expected to score a 700 on any form of the assessment. A student who scored 650 on the 8th grade science assessment in 2021 demonstrated the same level of mastery of concepts and skills as an 8th grade student who scored 650 on the science test in 2017. Scale scores cannot be used to compare student performance across grades (e.g., grade 4 to grade 7) or subject areas (e.g., science to mathematics).

Mathematics, ELA, and CSLA scale scores for the overall test range from 650 to 850. ELA and CSLA reports also provide separate scale scores for reading. Reading scale scores range from 110 to 190.

CMAS science scale scores range from 300 to 900. Science scale scores are reported for the overall test, content standards and Scientific Inquiry/Nature of Science (referred to as reporting categories), and item type.

CoAlt science scale scores are reported for the overall test and range from 0 to 250.

3.2.3 Performance Levels

Scale scores are used to determine a student's performance level for the overall assessment. Performance levels describe the concepts and skills students are expected to demonstrate within a certain range of scores at the overall assessment level (i.e., ELA, mathematics, or science). Descriptors for each grade level and content area are included in **Appendix B** of this document.

CMAS Performance Levels

There are five cross-grade and content area performance levels for CMAS mathematics, ELA, and CSLA assessments. There are four cross-grade and content area performance levels for CMAS science assessments.

CMAS Performance Levels	
CMAS Mathematics, ELA, and CSLA	**CMAS Science**
Level 5: Exceeded Expectations*	**Level 4:** Exceeded Expectations*
Level 4: Met Expectations*	**Level 3:** Met Expectations*
Level 3: Approached Expectations	**Level 2:** Approached Expectations
Level 2: Partially Met Expectations	**Level 1:** Partially Met Expectations
Level 1: Did Not Yet Meet Expectations	

*Students in the top two performance levels met or exceeded the expectations of the CAS and are considered on track to being college and career ready in the content areas of language arts, mathematics, or science. Students in the remaining performance levels may need academic support to successfully engage in further studies in the content area.

CoAlt Performance Levels

CoAlt science assessments include four performance levels.

CoAlt Performance Levels
Science
Advanced*
At Target*
Approaching Target
Emerging

*The top two performance levels indicate that with appropriate supports, the student is prepared for further study in the content area.

3.2.4 Percentile Ranking

Because of the reduced tested population in spring 2021 for some tests, a percentile ranking is not available for the 2021 CMAS individual student performance reports. The percentile ranking shows how well the student performed in comparison to other students in the state. For example, a student in the 75th percentile performed better than 75 percent of students in the state.

3.2.5 Additional Performance Indicators

In addition to scale scores and performance levels, individual student performance reports include other indicators to help parents and educators understand their student's performance. These performance indicators are described below for each assessment.

CMAS Mathematics, ELA, and CSLA

CMAS mathematics, ELA, and CSLA student reports include subclaim performance graphics comparing the performance of the student, their district, and the state. ELA student reports include a reading scale score with a proficiency indicator based on the cut score for the overall test.

Subclaim performance on the assessments is reported as the percent of points earned for overall writing and for each of the writing, reading, and mathematics subclaims. Percent earned refers to the number of points earned out of the total number of points possible within a reporting category. The percent earned indicator can only be used to compare performance of the individual student to the average district and average state performance on the specific set of items being considered. Some groups of items may be more difficult than other sets of items, so unlike the scale score, the percent earned indicator cannot be compared across groups of items or across school years.

For the overall writing claim and each subclaim, a marker indicates the average performance on that claim or subclaim of students who just crossed into the Met Expectations performance level on the overall test.

CMAS Science

CMAS science reports include percent earned indicators for Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs)* in elementary and middle school and for PGCs in high school. Percent earned refers to the number of points earned out of the total number of points possible within a reporting category. The percent earned indicator can only be used to compare performance of the individual student to the average district and average state performance on the specific set of items being considered. Some groups of items may be more difficult than other sets of items, so unlike the scale score, the percent earned indicator cannot be compared across groups of items or across school years.

For each PGC or GLE, a marker indicates the average performance on that subscore of students who just crossed into the Met Expectations performance level on the overall test.

*PGCs and GLEs are described more fully in **Appendix C**.

CoAlt Science

CoAlt science reports include the percent of points earned. The percent of points earned refers to the number of points a student earned out of the total number of points possible within a reporting category. The percent of points earned indicator can only be used to compare performance of the individual student to the average state performance on the specific set of items being considered. Some groups of items may be more difficult than other sets of items; so, unlike the scale score, the percent of points earned indicator cannot be compared across groups of items or across school years. Percent of points earned are provided at the standard level. For science, the standards are physical science, life science, and earth systems science.

3.3 Appropriate Score Comparisons and Uses

The types of comparisons that can be made differ by the scores being compared. Some scores (e.g., performance levels and scale scores) allow for cross year comparisons, while some (e.g., percent earned) do not. In addition, the reliability of the comparisons or conclusions made vary depending on the size of the group (i.e., number of points contributing to a particular score or the number of students included in a comparison group) and representativeness of the testers. In general, the larger the group and representativeness of the testers, the more reliable the comparison or conclusions made will be. The smaller the group, the less reliable the comparison or conclusions made will be. High-stakes decisions should not be based on scores of small groups of students or on scores with a low number of points contributing to them. The following table provides some of the comparisons that typically can and cannot be made by particular types of scores.

Score Comparisons

	Compare an individual student's performance to a target group's performance (e.g., student to school, district, or state) within the same year	Compare a group's performance to another group's performance (e.g., one school to another school, a district to the state, students of one race/ethnicity group to students in another race/ethnicity group) within the same year	Compare an individual student's performance to a target group's performance (e.g., school, district, or state) across years	Compare a group's performance to the same group's performance across years	Compare to other scores of the same type in a different subject or grade
Performance Levels	YES	YES	YES	YES	NO (These are content and grade specific.)
Scale Scores	YES	YES	YES	YES	NO (These are content and grade specific.)
Percent Earned	YES	YES	NO (These are specific to the year of the assessment.)	NO (These are specific to the year of the assessment.)	NO (These are specific to the PGC/GLE or subclaim.)
Relative Strengths and Weaknesses (Subscale Reporting Categories)*	YES	YES	NO (These are specific to the year of the assessment.)	NO (These are specific to the year of the assessment.)	NO (These are specific to the reporting category.)

*Potential relative strengths or weaknesses provide information about a student's performance in the reporting category compared to all students in the state. The potential relative strengths and weaknesses are based on the state average performance. They are not based on the standards and should not be interpreted in the same way as the overall performance levels.

Some assessment scores can be used to compare the performance of different demographic or program groups. All CMAS scores can be analyzed within the same grade and subject area for any single administration to determine which demographic or program group had the highest average scale score, the lowest percentage achieving Exceeded Expectations, the highest percentage achieving Approached Expectations, etc.

Other scores can be used to help evaluate the academic performance of demographic or program groups. For example, aggregations of reporting category data can help districts and schools identify areas of potential academic weakness for a group of students. This same methodology can be applied to an entire school or district.

In addition, all assessment scores can be compared to district and statewide performance within the same subject area for any administration.

4.0 Content Standards Roster Report

4.1 Description of Content Standards Roster Report – CMAS Mathematics, ELA, and CSLA

Comparing student performance on Colorado assessments to a variety of reference points can be valuable. The top rows on the Content Standards Roster Report contain state, district, and school averages. Quickly compare student scores to the averages by reviewing each column on the report.

The back page of the Content Standards Roster Report analyzes student performance on the spring 2021 assessment operational items. Reports are available by grade and subject at the school level. Score information is only included for students with valid scores (i.e., not invalidated or suppressed and met test attemptedness criteria). This report provides the percent earned by domain and standard for each student. It also provides the same information aggregated at the state, district, and school levels. Sample reports are included in Sections 4.2 and 4.3.

Note: The District Summary of Schools provides aggregated information for each school within a district.

4.1.1 General Information

Refer to page 1 of the Content Standards Roster Report.

A. Assessment Information
The administration season and year, and school and district names and codes.

B. Identification Information
The assessed content area (mathematics, ELA, or CSLA) and grade level.

C. Roster of Students
The list of all the students in the school who took the specified assessment.

D. Participation Rates
The percent of students tested at the state, district and school levels provides participation information that should be considered when interpreting aggregated results. Interpretations at the state, district and school levels should be made with caution or completely avoided when participation is low.

4.1.2 Overall Assessment Scores

E. Overall Scale Score
The student's overall scale score. Students receive a numerical score and, based on that score, are placed in one of five performance levels (see **Appendix A** for more information on scale scores and **Appendix B** for more information on performance levels). The rows at the top of the report include state, district, and school averages.

F. Overall SEM Range
The standard error of measurement (SEM) is related to the reliability of the assessment. It can vary across the range of scale scores, especially at the very high and low ends where there typically are fewer items measuring that level of achievement. The SEM represents the range of overall scores

the student would likely earn if the assessment were taken again.

G. Percentile

Because of the reduced tested population in spring 2021 for some tests, the percentile ranking is not available for the 2021 Content Standards Roster. The percentile ranking shows how well the student performed in comparison to other students in the state. For example, a student in the 75th percentile performed better than 75 percent of students in the state.

H. Performance Level

The performance level for each student is listed. Performance levels are determined by the student's overall scale score. Performance level descriptions (PLDs) for each of the five performance levels are included in **Appendix B** of this document:

- Exceeded Expectations
- Met Expectations
- Approached Expectations
- Partially Met Expectations
- Did Not Yet Meet Expectations

Students in the top two performance levels, Exceeded Expectations and Met Expectations, are considered on track to being college and career ready in the assessed content area.

4.1.3 Performance by Reporting Category

I. Reporting Category

For ELA and CSLA, there are two reporting categories, Reading and Writing, separated by a bold, vertical line. (Not included on mathematics reports.)

J. Performance by Reporting Category Scale Score

For ELA and CSLA, student performance for Reading is provided as a scale score on a different scale from the overall scale score. Reading scale scores range from 110 to 190. (Not included on mathematics reports.)

4.1.4 Performance by Subclaim Category

K. Subclaim Category

Within each reporting category for ELA (including CSLA) and mathematics are specific skill sets (subclaims) students demonstrate on the assessment. Each subclaim category includes the header identifying the subclaim; state, district, and school averages; and the percent of points earned by each student for each subclaim.

4.1.5 Content Standards Information

Refer to page 2 of the Content Standards Roster Report.

L. Domain and Standard

All operational items are combined into the domain and standard group to which they apply. Some items represent multiple standards and may therefore be included in multiple groups on this report.

A full list of the assessed standards by grade and content area is found in **Appendix D** and at http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12.

M. Average Points Possible and Percent Earned

Within all domains and standards, this report provides the total points possible for that group based on the items in that group and the maximum points possible for those items.

For example, a standard might have four items aligned to it. Three of those items might be worth 2 points each and one item worth 4 points, meaning that group would have a maximum points possible of 10 points ((3x2)+4).

The state average provides the average percent earned for all students in the state with valid scores for each domain and standard group for each form combination.

N. Student Information

Students are listed in alphabetical order by last name, first name. Students only have score information if a valid score is available. Students who were indicated as home schooled, expelled, withdrew before/during testing, medical exemption, or records indicated as duplicate do not appear on this report.

The form taken by each student is listed. Percent earned information is for the student's specific operational form and comparisons cannot be made for students across domains unless both students took the same operational form of the assessment.

O. Student Percent Achieved

The percent of the total points possible each listed student achieved in each domain and standard group. There is a minimum number of total points possible for reporting. Domains that do not meet the minimum are not reported. . For domains with multiple standard groups, this amount is still included in the total.

P. Document Process Number

A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

4.2 Sample Content Standards Roster Report – CMAS ELA and CSLA

Page 1

Content Standards Roster

Colorado Measures of Academic Success — **Spring 2021**

A

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999)

English Language Arts/Literacy B CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 5**

Purpose: This report shows the overall English Language Arts and Reading scale scores for each student in the school. This page includes the percent of points earned for each Reading and Writing subclaim and the following page includes the percent of points earned for each Reading and Writing domain. State, district, and school averages are suppressed due to differences in testing participation for this administration.

Performance Levels	Scale Score Ranges
Exceeded Expectations	799 - 850
Met Expectations	750 - 798
Approached Expectations	725 - 749
Partially Met Expectations	700 - 724
Did Not Yet Meet Expectations	650 - 699

State Participation:	75%
District Participation:	64%
School Participation:	79%

D E F G I

	Overall Scale Score	Overall SEM♦ Range	Percentile Rank (Not Available for 2021)	Reading Scale Score	Reading Literary	Reading Information	Reading Vocabulary	Writing* Overall	Written Expression	Language and Conventions
					Points Possible					
					18	18	8	27	7	6
					Percent of Points Earned					
State Average Form A:	¬			¬	¬	¬	¬	¬	¬	¬
District Average Form A:	¬			¬	¬	¬	¬	¬	¬	¬
School Average Form A:	¬			¬	¬	¬	¬	¬	¬	¬

C H J

Student	Form	Performance Level	Overall Scale Score	Overall SEM♦ Range	Percentile Rank (Not Available for 2021)	Reading Scale Score	Reading Literary	Reading Information	Reading Vocabulary	Writing* Overall	Written Expression	Language and Conventions
1 ALASTNAME, FIRSTNAME M.	A	Met Expectations	751	741-761	-	156	23%	41%	66%	24%	24%	37%
2 BLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	706	701-711	-	136	27%	44%	51%	38%	38%	56%
3 BRLASTNAME, FIRSTNAME M.	A	Approached Expectations	746	736-756	-	142	33%	42%	36%	26%	26%	46%
4 CLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	713	703-723	-	127	44%	15%	29%	16%	16%	21%
5 DLASTNAME, FIRSTNAME M.	A	Exceeded Expectations	806	801-815	-	126	31%	27%	43%	39%	39%	41%
6 ELASTNAME, FIRSTNAME M.	A	Did Not Yet Meet Expectations	698	688-710	-	138	51%	42%	31%	28%	28%	41%
7 FLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	724	712-736	-	127	16%	35%	19%	24%	24%	26%
8 FTLASTNAME, FIRSTNAME M.	-	No Score	-	-	-	-	-	-	-	-	-	-
9 GLASTNAME, FIRSTNAME M.	A	Exceeded Expectations	830	825-835	-	138	27%	51%	38%	53%	53%	17%
10 HLASTNAME, FIRSTNAME M.	A	Did Not Yet Meet Expectations	661	656-666	-	141	40%	39%	25%	45%	45%	39%
11 JBLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	722	712-732	-	134	24%	43%	39%	45%	45%	41%
12 JLASTNAME, FIRSTNAME M.	A	Approached Expectations	726	716-736	-	143	24%	43%	39%	45%	45%	41%

*Writing Overall is calculated by multiplying Written Expression points by three and adding Language and Conventions points.
Students taking different forms should not be compared to each other for percent of points earned.

♦ Standard Error of Measurement

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Content Standards Roster

Colorado Measures of Academic Success **Spring 2021**

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999)

English Language Arts/Literacy CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 5**

		Reading				Vocabulary	Prose Constructed Response*	
		Key Ideas: Literary Text	Key Ideas: Informational Text	Craft & Structure	Integration of Knowledge & Ideas	Vocabulary Acquisition & Use	Prose Constructed Response 1	Prose Constructed Response 2
		Points Possible						
		22	22	30	16	8	19	12
		Percent of Points Earned						
State Average Form A:		¬	¬	¬	¬	¬	¬	¬
District Average Form A:		¬	¬	¬	¬	¬	¬	¬
School Average Form A:		¬	¬	¬	¬	¬	¬	¬
Student	**Form**							
1 ALASTNAME, FIRSTNAME M.	A	67%	68%	75%	67%	81%	63%	45%
2 BLASTNAME, FIRSTNAME M.	A	53%	57%	48%	56%	65%	64%	59%
3 BRLASTNAME, FIRSTNAME M.	A	68%	71%	74%	67%	78%	69%	73%
4 CLASTNAME, FIRSTNAME M.	A	40%	46%	51%	43%	48%	63%	45%
5 DLASTNAME, FIRSTNAME M.	A	81%	89%	93%	100%	100%	91%	100%
6 ELASTNAME, FIRSTNAME M.	A	12%	11%	19%	15%	23%	21%	12%
7 FLASTNAME, FIRSTNAME M.	A	22%	39%	45%	39%	41%	28%	31%
8 FTLASTNAME, FIRSTNAME M.	-	-	-	-	-	-	-	-
9 GLASTNAME, FIRSTNAME M.	A	100%	100%	96%	97%	98%	89%	100%
10 HLASTNAME, FIRSTNAME M.	A	5%	5%	59%	9%	6%	21%	5%
11 JBLASTNAME, FIRSTNAME M.	A	32%	41%	53%	35%	51%	31%	34%
12 JLASTNAME, FIRSTNAME M.	A	32%	47%	29%	42%	36%	33%	35%

*Prose Constructed Response points possible include writing and reading points for certain task types.
For more information about the Colorado Academic Standards go to http://www.cde.state.co.us/coreadingwriting/statestandards.

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4.3 Sample Content Standards Roster Report – CMAS Mathematics

Page 1

Content Standards Roster

Colorado Measures of Academic Success — **Spring 2021**

A

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999)

Mathematics B — CONFIDENTIAL - DO NOT DISTRIBUTE — **Grade 6**

Purpose: This report shows the overall Mathematics scale scores for each student in the school. This page includes the percent of points earned for each Mathematics subclaim and the following page includes the percent of points earned for each Mathematics domain. State, district, and school averages are provided for comparison.

Performance Levels	Scale Score Ranges
Exceeded Expectations	788-850
Met Expectations	750-787
Approached Expectations	725-749
Partially Met Expectations	700-724
Did Not Yet Meet Expectations	650-699

D

State Participation: 69%
District Participation: 75%
School Participation: 78%

	Overall Scale Score (E)	Overall SEM ♦ Range (F)	Percentile (Not Available for 2021) (G)	Mathematics (K)			
				Major Content	Supporting Content	Reasoning	Modeling
				Points Possible			
				20	11	11	9
				Percent of Points Earned			
State Average Form A:	727			31%	39%	30%	25%
District Average Form A:	729			32%	41%	31%	28%
School Average Form A:	724			28%	41%	24%	20%

Student (C)	Form	Performance Level (H)	Overall Scale Score	Overall SEM ♦ Range	Percentile (Not Available for 2021)	Major Content	Supporting Content	Reasoning	Modeling
1 ALASTNAME, FIRSTNAME M.	A	Approached Expectations	739	732-746	-	40%	40%	9%	33%
2 BLASTNAME, FIRSTNAME M.	A	Met Expectations	775	767-783	-	70%	70%	82%	67%
3 CLASTNAME, FIRSTNAME M.	A	Did Not Yet Meet Expectations	698	685-711	-	10%	30%	9%	0%
4 DLASTNAME, FIRSTNAME M.	-	No Score	-	-	-	-	-	-	-
5 ELASTNAME, FIRSTNAME M.	A	Partially Met Expectations	716	707-725	-	10%	50%	9%	11%
6 FLASTNAME, FIRSTNAME M.	A	Met Expectations	771	763-779	-	65%	70%	64%	67%
7 GLASTNAME, FIRSTNAME M.	A	Met Expectations	757	750-764	-	50%	70%	55%	56%
8 HLASTNAME, FIRSTNAME M.	A	Did Not Yet Meet Expectations	690	676-704	-	10%	20%	0%	0%
9 ILASTNAME, FIRSTNAME M.	A	Approached Expectations	746	739-753	-	40%	30%	55%	44%
10 JLASTNAME, FIRSTNAME M.	A	Approached Expectations	735	727-743	-	30%	60%	36%	22%
11 KLASTNAME, FIRSTNAME M.	A	Met Expectations	753	746-760	-	55%	70%	36%	11%
12 LLASTNAME, FIRSTNAME M.	A	Met Expectations	776	768-784	-	80%	70%	91%	33%

♦ Standard Error of Measurement

Students taking different forms should not be compared to each other for percent of points earned.

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Content Standards Roster

Colorado Measures of Academic Success **Spring 2021**

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999)

Mathematics CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 6**

Student	Form	Major, Additional & Supporting Content: Ratios & Proportional Relationships	Major, Additional & Supporting Content: The Number System	Major, Additional & Supporting Content: Expression & Equations	Reasoning & Modeling: On Grade Level	Reasoning & Modeling: Securely Held Knowledge
		Points Possible				
		9	7	7	10	10
		Percent of Points Earned				
State Average Form A:		31%	31%	27%	29%	27%
District Average Form A:		32%	33%	29%	31%	28%
School Average Form A:		27%	35%	24%	23%	22%
1 ALASTNAME, FIRSTNAME M.	A	22%	86%	29%	10%	30%
2 BLASTNAME, FIRSTNAME M.	A	89%	86%	43%	70%	80%
3 CLASTNAME, FIRSTNAME M.	A	11%	14%	0%	0%	10%
4 DLASTNAME, FIRSTNAME M.	-	-	-	-	-	-
5 ELASTNAME, FIRSTNAME M.	A	0%	29%	29%	0%	20%
6 FLASTNAME, FIRSTNAME M.	A	78%	57%	57%	60%	70%
7 GLASTNAME, FIRSTNAME M.	A	44%	71%	43%	50%	60%
8 HLASTNAME, FIRSTNAME M.	A	0%	14%	14%	0%	0%
9 ILASTNAME, FIRSTNAME M.	A	22%	43%	43%	50%	50%
10 JLASTNAME, FIRSTNAME M.	A	22%	57%	29%	10%	50%
11 KLASTNAME, FIRSTNAME M.	A	56%	71%	43%	50%	0%
12 LLASTNAME, FIRSTNAME M.	A	100%	71%	57%	80%	50%

Students taking different forms should not be compared to each other for percent of points earned.
For more information about the Colorado Academic Standards go to http://www.cde.state.co.us/comath/statestandards

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4.4 Description of Content Standards Roster Report – CMAS Science

The Content Standards Roster is available for each grade and subject assessed at each school. It lists every student who should have tested in the school. Score information is only included for students with valid scores (i.e., not invalidated or suppressed and met attemptedness criteria). This report provides the overall performance level, reporting category, Prepared Graduate Competencies (PGC), and Grade Level Expectations (GLE) data for each student. It also provides the same information aggregated at the state, district, and school levels. A sample report is included in Section 4.5.

Note: The District Summary of Schools provides aggregated information for each school within a district.

4.4.1 General Information

Refer to page 1 of the Content Standards Roster.

A. Test Date
The administration season and year.

B. Identification Information
The school and district name and code.

C. Subject Area
The assessed content area (science or social studies)

D. Grade
The grade level of the assessment.

The general information is repeated on page 2 of the report.

4.4.2 Performance Level and Content Standards Information

Refer to page 1 of the Content Standards Roster.

E. Key
The ranges of scale scores for each performance level for the overall test. It also explains the symbols used to identify the performance indicators for content standard performance (Potential Relative Strength, Typical, or Potential Relative Weakness).

F. Student Information
Students are identified by last name, first name, and middle initial. Students who were indicated as home schooled, expelled, withdrew before/during testing, medical exemption, or records indicated as duplicate do not appear on this report.

G. Content Standards Performance School Summary
The number and percentage of students in a school who show Potential Relative Strength (filled circle), Typical Performance (half-filled circle), and Potential Relative Weakness (empty circle) for the reporting categories are provided for each standard. At the state level, the distribution is approximately 15%/70%/15%.

H. State, District, and School Average
For comparison purposes, the average overall scale score and content standard (reporting category) scale score are shown for the state, district, and school.

I. **Overall Performance Level**
The overall performance level for each student on the roster.

J. **Overall Scale Score**
The overall scale score for each student on the roster.

K. **SEM Range**
The standard error of measurement (SEM) is related to the reliability of the assessment. It can vary across the range of scale scores, especially at the very high and low ends where there typically are fewer items measuring that level of achievement. The SEM represents the range of overall scores the student would likely earn if the assessment were taken again.

L. **Percentile**
Because of the reduced tested population in spring 2021 for some tests, the percentile ranking is not available for the 2021 Content Standards Roster. The percentile ranking shows how well the student performed in comparison to other students in the state. For example, a student in the 75th percentile performed better than 75 percent of students in the state.

M. **Results for Each Content Standard (Reporting Category): Scale Score and Performance Indicator**
The student's scale score (SS) and performance indicator (PI) of Potential Relative Strength, Typical Performance, or Potential Relative Weakness for each content standard (reporting category).

N. **Document Process Number**
A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

4.4.3 Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) Performance

Refer to page 2 of the Content Standards Roster.

O. **Student Information**
Students are identified by last name, first name, and middle initial.

P. **State, District, and School Average**
For comparison purposes, the average percent earned is shown for the PGCs at the state, district, and school levels. If there are two or more GLEs under a PGC in an elementary or middle school report, percent earned is shown for these as well.

Q. **Prepared Graduate Competencies and Grade Level Expectations**
PGCs and GLEs are important parts of the CAS. PGCs represent the concepts and skills students need to master in order to be college and career ready by the time of graduation. The GLEs are grade-specific expectations that indicate that students are making progress toward the PGCs.

R. **Points Possible**
The number of points possible for each PGC and GLE.

S. **Performance for Prepared Graduate Competencies and Grade Level Expectations**
This section of the report describes performance with percent earned for PGCs and GLEs. If there is more than one GLE within a PGC on elementary and middle school reports, then this information is also provided by PGC. The PGCs and GLEs are listed in the same order using the same number references as they appear on page 2 of the Student Performance Report. The order and text for each PGC and GLE is included in **Appendix C**.
Note: Information is not provided at the GLE level on the high school science report.

4.5 Sample Content Standards Roster Report – CMAS Science

Page 1

Content Standards Roster

Colorado Measures of Academic Success (A) **Spring 2021**

School: SCHOOL NAME SCHOOL (9999) (B)
District: DISTRICT NAME (9999)

Science (C) CONFIDENTIAL - DO NOT DISTRIBUTE (D) **Grade 8**

Purpose: This report shows performance on the overall test, content standards, and Performance Indicators. State, district, and school averages are provided for comparison.

Performance Levels	Scale Score Ranges
Exceeded Expectations	785-900
Met Expectations	652-784
Approached Expectations	556-651
Partially Met Expectations	300-555

Performance Indicator (E)
- ● = Potential Relative Strength (PRS)
- ◒ = Typical
- ○ = Potential Relative Weakness (PRW)

State Participation: 55%
District Participation: 73%
School Participation: 71%

Content Standards Performance School Summary

	Physical Science			Life Science			Earth Systems Science			Scientific Investigations / Nature of Science		
	●	◒	○	●	◒	○	●	◒	○	●	◒	○
# of students:	11	89	14	10	91	13	5	92	17	10	88	16
% of students:	10%	78%	12%	9%	80%	11%	4%	81%	15%	9%	77%	14%

(J) (K) (H) (E) (L) (M)

	Overall Scale Score	SEM ♦ Range	Percentile (Not Available for 2021)	Content Standard Scale Score (SS) and Performance Indicator (PI)							
				Physical Science		Life Science		Earth Systems Science		Scientific Investigations / Nature of Science	
				SS	PI	SS	PI	SS	PI	SS	PI
State Average Form A:	568			568		562		568		570	
District Average Form A:	536			526		538		533		536	
School Average Form A:	552			549		554		539		547	

(F) (I)

Student	Form	Performance Level	Overall Scale Score	SEM ♦ Range	Percentile	Physical Science SS	Physical Science PI	Life Science SS	Life Science PI	Earth Systems Science SS	Earth Systems Science PI	Scientific Investigations / Nature of Science SS	Scientific Investigations / Nature of Science PI
1 ALASTNAME, FIRSTNAME M.	A	Approached Expectations	650	628-672	-	655	◒	621	◒	675	◒	641	◒
2 BLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	479	444-514	-	560	◒	407	○	300	○	506	◒
3 CLASTNAME,FIRSTNAME M.	A	No Score	-	-	-	-	-	-	-	-	-	-	-
4 DLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	428	383-473	-	474	◒	401	○	334	○	300	○
5 ELASTNAME, FIRSTNAME M.	A	Met Expectations	784	755-813	-	820	●	803	●	738	●	820	●
6 FLASTNAME,FIRSTNAME M.	A	No Score	-	-	-	-	-	-	-	-	-	-	-
7 GLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	540	512-568	-	538	◒	524	◒	553	◒	533	◒
8 HLASTNAME, FIRSTNAME M.	A	Met Expectations	730	705-755	-	744	●	755	●	697	◒	776	●
9 ILASTNAME,FIRSTNAME M.	A	Partially Met Expectations	434	390-478	-	394	○	455	◒	463	◒	446	◒
10 JLASTNAME, FIRSTNAME M.	A	No Score	-	-	-	-	-	-	-	-	-	-	-
11 KLASTNAME, FIRSTNAME M.	A	Partially Met Expectations	538	510-566	-	475	◒	578	◒	543	◒	324	○
12 LLASTNAME, FIRSTNAME M.	A	No Score	-	-	-	-	-	-	-	-	-	-	-
13 MLASTNAME, FIRSTNAME M.	A	Approached Expectations	603	580-626	-	621	◒	572	◒	618	◒	604	◒
14 NLASTNAME, FIRSTNAME M.	A	No Score	-	-	-	-	-	-	-	-	-	-	-
15 OLASTNAME, FIRSTNAME M.	A	No Score	-	-	-	-	-	-	-	-	-	-	-

Note: Students without scores are not included in summary calculations.

♦ Standard Error of Measurement

Page 1 of 2 (N) mmddyyyy- Batch -1234 - 5678 - 0123456

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Content Standards Roster

Colorado Measures of Academic Success — Spring 2021

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999)

Science — Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

Purpose: This page shows performance for content standards, prepared graduate competencies (PGCs), and grade level expectations (GLEs) for each student in the school. The percent of points earned for each GLE is presented. If there is more than one GLE within a PGC, the percent of points earned is provided separately at the PGC and GLE levels. State, district, and school averages are provided for comparison.

Q

Prepared Graduate Competencies (PGC) and Grade Level Expectations (GLE) Performance

		Physical Science					Life Science		Earth Systems Science					
		PGC1 GLE1	PGC2	GLE2	GLE4	PGC3 GLE3	PGC1 GLE1	PGC2 GLE2	PGC1	GLE1	GLE2	PGC2	GLE3	GLE4
		Points Possible												
		7-8	14-16	7-8	7-8	6	11-13	11-13	12-14	6-7	6-7	12-15	6-8	6-7
		Percent of Points Earned												
P	State Average Form A:	42%	43%	44%	42%	34%	40%	34%	40%	37%	43%	38%	49%	26%
	District Average Form A:	31%	35%	36%	34%	36%	32%	33%	33%	31%	34%	31%	42%	20%
	School Average Form A:	33%	38%	39%	37%	40%	31%	35%	33%	32%	34%	31%	40%	20%
O	Student / Form													
1	ALASTNAME, FIRSTNAME M. / A	43%	53%	71%	38%	83%	36%	46%	75%	67%	83%	47%	63%	29%
2	BLASTNAME, FIRSTNAME M. / A	43%	40%	43%	38%	0%	27%	8%	0%	0%	0%	13%	25%	0%
3	CLASTNAME, FIRSTNAME M. / A	-	-	-	-	-	-	-	-	-	-	-	-	-
4	DLASTNAME, FIRSTNAME M. / A	14%	27%	14%	38%	17%	18%	0%	8%	17%	0%	13%	25%	0%
5	ELASTNAME, FIRSTNAME M. / A	86%	80%	86%	75%	83%	91%	85%	83%	100%	67%	67%	88%	43%
6	FLASTNAME, FIRSTNAME M. / A	-	-	-	-	-	-	-	-	-	-	-	-	-
7	GLASTNAME, FIRSTNAME M. / A	14%	27%	29%	25%	67%	27%	23%	42%	33%	50%	20%	25%	14%
8	HLASTNAME, FIRSTNAME M. / A	86%	67%	71%	63%	67%	82%	77%	75%	67%	83%	60%	63%	57%
9	ILASTNAME, FIRSTNAME M. / A	14%	13%	14%	13%	17%	27%	8%	25%	17%	33%	13%	25%	0%
10	JLASTNAME, FIRSTNAME M. / A	-	-	-	-	-	-	-	-	-	-	-	-	-
11	KLASTNAME, FIRSTNAME M. / A	43%	13%	0%	25%	17%	27%	38%	42%	50%	33%	13%	25%	0%
12	LLASTNAME, FIRSTNAME M. / A	-	-	-	-	-	-	-	-	-	-	-	-	-
13	MLASTNAME, FIRSTNAME M. / A	43%	60%	86%	38%	33%	27%	31%	42%	17%	67%	47%	50%	43%
14	NLASTNAME, FIRSTNAME M. / A	-	-	-	-	-	-	-	-	-	-	-	-	-
15	OLASTNAME, FIRSTNAME M. / A	-	-	-	-	-	-	-	-	-	-	-	-	-

R

S

Note: Students without scores are not included in summary calculations. Students taking different forms should not be compared to each other for percent of points earned.

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4.6 Description of Content Standards Roster Report – CoAlt Science

The CoAlt Science Content Standards Roster Report is available for each grade assessed at each school. It lists every student who should have tested in the school. Score information is only included for students with valid scores (i.e., not invalidated or suppressed). This report provides the overall and standards-level data for each student. A sample CoAlt Science Content Standards Roster Report is included in Section 4.7.

Note: The District Summary of Schools provides this information for each school within a district.

4.6.1 General Information

Refer to page 1 of the Content Standards Roster.

A. Test Date

The administration season and year.

B. Identification Information

The school and district name and code.

C. Subject Area

The subject area of the report (either science or social studies).

D. Grade

The grade level of the assessment.

4.6.2 Performance Level and Content Standards Information

Refer to page 1 of the Content Standards Roster.

E. Key

The ranges of scale scores for each performance level for the overall test.

F. Student Information

Students are identified by last name, first name, and middle initial. Students who were indicated as home schooled, expelled, withdrew before/during testing, medical exemption, or records indicated as duplicate do not appear on this report.

G. Overall Performance Level

The overall performance level for each student on the roster.

H. State, District, and School Average Scale Score

The average scale score for the state, district, and school followed by the scale score for each student. Students with an Inconclusive designation do not have a scale score.

I. Points Possible

The number of points possible for each content standard.

J. Percent of Points Earned

Describes performance with percent of points earned by content standard for the state, district, and school, followed by the percent of points earned by each student. These fields are blank for students with an Inconclusive designation.

K. Document Process Number

A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

4.7 Sample Content Standards Roster Report – CoAlt Science

Content Standards Roster

Colorado Alternate Assessment (A) **Spring 2021**

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999) (B)

Science (C) CONFIDENTIAL - DO NOT DISTRIBUTE (D) **Grade 8**

Purpose: This report shows performance on the overall test and content standards for each student in the school. State, district, and school averages are provided for comparison.

(E)

Performance Levels	Scale Score Ranges
Advanced	190 - 250
At Target	164 - 189
Approaching Target	128 - 163
Emerging	0 - 127

State Participation: 53%
District Participation: 23%

			Content Standards Performance		
			Physical Science	Life Science	Earth Systems Science
			(I) Points Possible		
			28 or 30	28 or 30	50
		(H) Overall Scale Score	(J) Percent of Points Earned		
	State Average:	146	72%	74%	73%
	District Average:	154	72%	79%	80%
	School Average:	164	82%	89%	86%
(F) Student	(G) Performance Level				
1 ALASTNAME, FIRSTNAME M.	At Target	174	87%	100%	88%
2 BLASTNAME,FIRSTNAME M.	No Score	-	-	-	-
3 CLASTNAME, FIRSTNAME M.	No Score	-	-	-	-
4 DLASTNAME, FIRSTNAME M.	Approaching Target	154	77%	79%	84%
5 ELASTNAME, FIRSTNAME M.	No Score	-	-	-	-

Note: Students without scores are not included in summary calculations.

(K) Page 1 mmddyyyy-Z999999-9999-9999 - 0000000

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5.0 District Summary of Schools Report

5.1 Description of District Summary of Schools Report – CMAS Mathematics, ELA, CSLA, and Science

Using the District Summary of Schools Report, school data can quickly be compared to the district and state averages by reviewing the average overall scale score column. Refer to Sections 5.2 and 5.3 for sample District Summary of Schools Reports.

5.1.1 General Information

A. Assessment Information
The administration season and year, district name, and district number.

B. Identification Information
The assessed content area (Mathematics, ELA, CSLA, or Science) and grade level.

C. Number of Valid Scores
The first two rows contain the number of valid scores included in reporting at the district level for Mathematics and ELA, and at the state and district levels for Science. Subsequent rows contain the number of valid scores included in reporting at each school within the district.

5.1.2 Overall Assessment Scores

D. Percentage of Students at Each Performance Level
The first column of the report shows the distribution of students achieving each performance level— indicated both graphically and numerically. Each colored section of the graph represents a performance level, beginning with Did Not Yet Meet Expectations (level 1) on the left through Exceeded Expectations (level 5) on the right. The numerical values appearing on the graph indicate the percentage of students in each performance level. Due to rounding, percentages may not total 100%. The name of the school is listed in each row above the graph.

E. Description of Performance Level Graphics
This graphic provides a key of the colors used to represent the five performance levels. Scale score ranges for each performance level are included in this key.

F. Overall Mean Scale Score
This column of the report provides the average overall scale score (refer to Section 3.2.2) for all students assessed at the school for the specified assessment on the report. The first two rows contain state and district averages.

5.1.3 Performance by Reporting Category

Note: There are no markers for G or H on the sample Mathematics, or Science District Summary of Schools Reports.

G. Reporting Category
For ELA and CSLA, there are two reporting categories, Reading and Writing, separated by a bold, vertical line.

H. Reading Mean Scale Score

For ELA and CSLA, student performance for reading is provided as a scale score (refer to Section 3.2.2) on a different scale from the overall scale score. Reading scale scores range from 110 to 190. The first two rows contain state and district averages. The remaining rows contain the school averages.

5.1.4 Performance by Subclaim or Reporting Category

I. Subclaim/Reporting Category

Within each reporting category for ELA and CSLA are specific skill sets (subclaims) students demonstrate on the assessment. Subclaims are also provided for mathematics but are not listed under reporting categories as they are for ELA and CSLA. Each subclaim category includes the column header identifying the subclaim, as well as state, district, and school percentages.

Scale Score (SS) and Performance Indicator (PI) results for Each Content Standard (Reporting Category), with icons for Potential Relative Strength, Typical Performance, or Potential Relative Weakness, are shown for Science and Social Studies, as well as state, district, and school percentages.

J. Subclaim Performance Indicators

On Mathematics and ELA District Summary of Schools Reports, subclaim performance for the state, district, and schools is reported by the average percent of points earned for each subclaim.

5.1.5 Content Standards Information

Refer to page 2 of the District Summary of Schools Report.

K. Domain and Standard/Prepared Graduate Competencies and Grade Level Expectations

For Mathematics and ELA, all operational items are combined into the domain and standard group to which they apply. Some items represent multiple standards and may therefore be included in multiple groups on this report.

A full list of the assessed standards by grade and content area is found in **Appendix D** and at http://www.cde.state.co.us/standardsandinstruction/standardsresourcesk12.

For Science, operational items are combined into their PGCs, which represent the concepts and skills students need to master in order to be college and career ready by the time of graduation. The GLEs are grade-specific expectations that indicate that students are making progress toward the PGCs.

L. Average Points Possible and Percent Earned

This report provides the total points possible for that domain and standard or PGC/GLE group based on the items in that group and the maximum points possible for those items.

For example, a standard might have four items aligned to it. Three of those items might be worth 2 points each and one item worth 4 points, meaning that group would have a maximum points possible of 10 points ((3x2)+4).

The state average percent achieved provides the average percent achieved for all students in the state with valid scores for each domain and standard group for each form combination.

M. School Information

Schools are listed in alphabetical order.

N. Percent of Points Earned

For each listed school, the average percent of points earned in each domain and standard or PGC/GLE group is provided. There is a minimum number of total points possible for reporting. Domains that do not meet the minimum are not reported. For domains with multiple standard groups, this amount is still included in the total.

O. Document Process Number

A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

5.2 Sample of District Summary of Schools Report – CMAS ELA and CSLA

Page 1

District Summary of Schools

Colorado Measures of Academic Success — **Spring 2021**

A

District: **DISTRICT NAME (9999)**

English Language Arts/Literacy B CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 7**

Purpose: This report shows the overall English Language Arts and Reading mean scale scores for each school in the district. This page includes the average percent of points earned for each Reading and Writing subclaim and the following page includes the average percent of points earned C in Reading F iting do H ate and district averages are provided for com G

Performance Distribution By % (All Students) D	Number of Valid Scores	Overall Mean Scale Score	Reading Mean Scale Score	Reading Literary	Reading Information	Reading Vocabulary	Writing* Overall	Written Expression	Language and Conventions
STATE 8 / 21 / 26 / 28 / 17		751	128	35%	42%	43% I	56%	56%	29%
DISTRICT 10 / 17 / 21 / 37 / 15	5,664	738	144	41%	37%	28% J	35%	35%	47%
ABRAHAM LINCOLN MIDDLE SCHOOL 13 / 19 / 28 / 18 / 22	204	742	137	34%	51%	25%	46%	46%	62%
ADA LOVELACE MIDDLE SCHOOL 10 / 13 / 42 / 35	198	730	128	36%	48%	53%	22%	22%	47%
BENJAMIN FRANKLIN MIDDLE SCHOOL 6 / 29 / 33 / 21 / 11	177	727	144	47%	36%	53%	28%	28%	22%
BOOKER T. WASHINGTON MIDDLE SCHOOL 2 / 28 / 29 / 17 / 24	204	724	137	53%	25%	44%	34%	34%	56%
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL 23 / 24 / 17 / 25 / 11	198	762	128	43%	41%	45%	48%	48%	51%
ELEANOR ROOSEVELT MIDDLE SCHOOL 14 / 9 / 25 / 37 / 15	177	743	144	34%	66%	35%	49%	49%	32%
ELMILY HANSON MIDDLE SCHOOL 18 / 21 / 29 / 15 / 17	171	783	147	49%	53%	22%	38%	38%	45%

Did Not Yet Meet Expectations (650-699) | **Partially Met Expectations** (700-724) | **Approached Expectations** (725-749) | **Met Expectations** (750-784) | **Exceeded Expectations** (785-850) E

* Writing Overall is calculated by multiplying Written Expression points by three and adding Language and Conventions points.

District Summary of Schools

Colorado Measures of Academic Success **Spring 2021**

District: **DISTRICT NAME (9999)**

English Language Arts/Literacy

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Grade 7

	Reading				Vocabulary	Content Area Reading		Prose Constructed Response*	
	Key Ideas: Literary Text	Key Ideas: Informational Text	Craft & Structure	Integration of Knowledge & Ideas	Vocabulary Acquisition & Use	Literacy in History / Social Studies	Literacy in Science & Technical Subjects	Prose Constructed Response 1	Prose Constructed Response 2
Points Possible	24	26	24		10	12	10	15	19
Average Percent of Points Earned									
State Average:	43%	43%	43%	45%	36%	41%	43%	49%	53%
District Average:	44%	46%	42%	49%	35%	44%	47%	44%	48%
ABRAHAM LINCOLN MIDDLE SCHOOL	5%	61%	81%	68%	81%	53%	62%	65%	57%
ADA LOVELACE MIDDLE SCHOOL	5%	57%	28%	46%	57%	66%	73%	49%	48%
BENJAMIN FRANKLIN MIDDLE SCHOOL	18%	46%	34%	72%	54%	68%	39%	57%	63%
BOOKER T. WASHINGTON MIDDLE SCHOOL	36%	38%	51%	63%	29%	54%	47%	58%	67%
CHARLOTTE HAWKINS BROWN MIDDLE SCHOOL	43%	71%	72%	45%	57%	35%	69%	64%	68%
ELEANOR ROOSEVELT MIDDLE SCHOOL	17%	45%	39%	78%	65%	69%	31%	67%	74%
EMILY HANSON MIDDLE SCHOOL	35%	67%	52%	61%	73%	61%	45%	55%	61%

*Prose Constructed Response points possible include writing and reading points for certain task types.

For more information about the Colorado Academic Standards go to http://www.cde.state.co.us/coreadingwriting/statestandards.

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5.3 Sample of District Summary of Schools Report – CMAS Mathematics

Page 1

District Summary of Schools

Colorado Measures of Academic Success (A) **Spring 2021**

District: DISTRICT NAME (9999)

Mathematics (B) CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 6**

Purpose: This report shows the overall Mathematics mean scale score for each school in the district. This page includes the average percent of points earned for each Mathematics subclaim and the following page includes the average percent of points earned for each Mathematics domain. State and district [illegible]s are provided for comparison.

(C) (D) Performance Distribution By % (All Students)	Number of Valid Scores	(F) Overall Mean Scale Score	Major Content	Supporting Content (I)	Reasoning (J)	Modeling
STATE 21 27 28 21 3		727	31%	39%	30%	25%
DISTRICT 18 27 30 23 3	4,331	729	32%	41%	31%	28%
SCHOOL 1 28 22 28 22	64	724	28%	41%	24%	20%
SCHOOL 2 48 32 16 4	90	703	18%	29%	12%	9%
SCHOOL 3 31 33 23 13	93	716	24%	32%	22%	17%
SCHOOL 4 14 23 32 26 4	164	732	36%	41%	32%	29%
SCHOOL 5 4 19 39 34 3	67	742	40%	47%	43%	39%
SCHOOL 6 20 39 27 11 3	153	720	26%	36%	19%	21%
SCHOOL 7 31 38 31	16	738	33%	45%	44%	30%

(E) Did Not Yet Meet Expectations (650-699) | Partially Met Expectations (700-724) | Approached Expectations (725-749) | Met Expectations (750-787) | Exceeded Expectations (788-850)

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Sample of District Summary of Schools Report – CMAS Mathematics

District Summary of Schools

Colorado Measures of Academic Success **Spring 2021**

District: DISTRICT NAME (9999)

Mathematics CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 6**

	Ratios & Proportional Relationships	The Number System	Expression & Equations	Reasoning & Modeling	
				On Grade Level	Securely Held Knowledge
	Points Possible				
	9	7	7	10	10
	Average Percent of Points Earned				
State Average:	31%	31%	27%	29%	27%
District Average:	32%	33%	29%	31%	28%
SCHOOL 1	27%	35%	24%	23%	22%
SCHOOL 2	19%	16%	19%	11%	10%
SCHOOL 3	28%	16%	21%	23%	16%
SCHOOL 4	37%	30%	32%	32%	29%
SCHOOL 4	38%	51%	30%	41%	41%
SCHOOL 5	25%	28%	21%	21%	19%
SCHOOL 6	31%	26%	33%	38%	37%

For more information about the Colorado Academic Standards go to http://www.cde.state.co.us/comath/statestandards

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5.4 Sample of District Summary of Schools Report – CMAS Science

Page 1

District Summary of Schools

Colorado Measures of Academic Success (A) **Spring 2021**

District: DISTRICT NAME (9999)

Science (B) CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 8**

Purpose: This report shows performance on the overall test, content standards, and Performance Indicators relative to the state. State and district averages are provided for comparison.

Performance Indicator
- ● = Potential Relative Strength (PRS)
- ◒ = Typical
- ○ = Potential Relative Weakness (PRW)

(C) # of students: / % of students (F)

Content Standards Performance District Summary (I)

	Physical Science				Life Science				Earth Systems Science				Scientific Investigations/ Nature of Science			
		●	◒	○		●	◒	○		●	◒	○		●	◒	○
# of students:		306	912	128		355	862	129		395	831	120		343	884	119
% of students		23%	68%	10%		26%	64%	10%		29%	62%	9%		25%	66%	9%

Performance Distribution By % (D)	Number of Valid Scores	Overall Mean Scale Score	Content Standard Scale Score (SS)													
			SS	●	◒	○	SS	●	◒	○	SS	●	◒	○	SS	●	◒	○
STATE (42 / 32 / 24 / 2)	36,961	568	568	15%	68%	17%	562	15%	68%	17%	568	15%	69%	17%	570	15%	68%	17%
DISTRICT (24 / 33 / 38 / 5)	1,346	618	612	23%	68%	10%	608	26%	64%	10%	629	29%	62%	9%	621	25%	66%	9%
SCHOOL A (48 / 22 / 25 / 5)	122	561	582	26%	53%	20%	548	21%	55%	24%	546	20%	53%	27%	563	20%	58%	22%
SCHOOL B (24 / 45 / 25 / 6)	83	612	601	20%	71%	8%	598	23%	67%	10%	637	30%	65%	5%	618	27%	65%	8%
SCHOOL C (100)	1	607	602	0%	100%	0%	653	0%	100%	0%	564	0%	100%	0%	680	0%	100%	0%
SCHOOL D (31 / 38 / 30 / 2)	88	591	576	11%	76%	13%	587	19%	68%	13%	601	22%	68%	10%	598	22%	67%	11%
SCHOOL E (48 / 24 / 24 / 4)	92	548	538	15%	57%	28%	544	18%	58%	24%	554	17%	57%	26%	549	12%	63%	25%

(E)
- **Partially Met** Expectations (300-555)
- **Approached** Expectations (556-651)
- **Met** Expectations (652-784)
- **Exceeded** Expectations (785-900)

Note: Students without scores are not included in summary calculations.

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District Summary of Schools

Colorado Measures of Academic Success — **Spring 2021**

District: DISTRICT NAME (9999)

Science

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 8

Purpose: This page shows performance for content standards, prepared graduate competencies (PGCs), and grade level expectations (GLEs) for each school in the district. The average percent of points earned for each GLE is presented. If there is more than one GLE within a PGC, the percent of points earned is provided separately at the PGC and GLE levels. State and district averages are provided for comparison.

	Prepared Graduate Competencies (PGC) and Grade Level Expectations (GLE) Performance												
	Physical Science					Life Science		Earth Systems Science					
	PGC1 GLE1	PGC2	GLE2	GLE4	PGC3 GLE3	PGC1 GLE1	PGC2 GLE2	PGC1	GLE1	GLE2	PGC2	GLE3	GLE4
	Points Possible												
	7-8	14-16	7-8	7-8	6	11-13	11-13	12-14	6-7	6-7	12-15	6-8	6-7
	Average Percent of Points Earned												
State Average:	42%	43%	44%	42%	34%	40%	34%	40%	37%	43%	38%	49%	26%
District Average:	54%	49%	51%	46%	37%	49%	42%	53%	49%	56%	49%	61%	37%
SCHOOL A	44%	47%	48%	46%	33%	37%	34%	39%	34%	44%	36%	44%	27%
SCHOOL B	54%	46%	48%	44%	34%	46%	40%	50%	47%	52%	53%	63%	42%
SCHOOL C	57%	47%	57%	38%	33%	55%	54%	50%	33%	67%	20%	38%	0%
SCHOOL D	43%	44%	48%	41%	33%	44%	39%	50%	46%	54%	42%	54%	27%
SCHOOL E	39%	38%	40%	36%	30%	38%	33%	36%	30%	41%	43%	52%	32%

Note: Students without scores are not included in summary calculations.

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6.0 Performance Level Summary Report

6.1 Description of Performance Level Summary Report – All Assessments

The Performance Level Summary Report is available for each grade and content area assessed at each school or district. It contains aggregated performance level information across the school, district and state. It also contains disaggregated performance level data by student demographic and program categories and subgroups for either the school or district. Refer to Sections 6.2 and 6.3 for sample Performance Level Summary Reports.

At the district level, Performance Level Summaries are also provided by grade band for mathematics and ELA (grades 3-5 and 6-8) as well as by content area, which includes all grades aggregated together for a subject (provided for CMAS mathematics, ELA, CSLA, and science).

6.1.1 General Information

A. Test Date
The administration season and year.

B. Identification Information
The names and codes of the school and district.

C. Content Area/Subject
The content area/subject of the report (mathematics, ELA, CSLA, or science).

D. Grade
The grade level of the assessment.

6.1.2 Performance Level Distribution Data

E. Demographic and Program Categories and Subgroups
Demographic and program categories with subgroups are listed on the left side of the table. The "Not Indicated" subgroups contain results of students for whom no demographic or program information was coded.

F. Number of Valid Scores
Reportable or valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with "no score" on the assessment.

G. Overall Mean Scale Score
The average scale score for state, district, school, and each demographic or program subgroup. The average does not include students with "no score" on the assessment.

H. Performance Level Results
The number and percentage of students who achieved Did Not Yet Meet Expectations (mathematics, ELA, and CSLA only), Partially Met Expectations, Approached Expectations, Met

Expectations, and Exceeded Expectations, as well as aggregated (combined) Met and Exceeded Expectations, are displayed for each demographic or program subgroup.

I. Participation

Participation information should be considered when interpreting aggregated results. Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided. Interpretations of, and comparisons between, scores of the student and state levels should be made with

J. Total Number of Students

The number of students registered to take the assessment.

K. Document Process Number

A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

6.2 Sample Performance Level Summary Report – CMAS ELA, CSLA, and Mathematics

School Performance Level Summary

Colorado Measures of Academic Success (A) **Spring 2021**

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999) (B)

English Language Arts / Literacy (C) CONFIDENTIAL - DO NOT DISTRIBUTE (D) **Grade 7**

Purpose: This report describes group achievement in terms of mean scale scores and performance levels.

	(F) Number of Valid Scores	(G) Overall Mean Scale Score	(H) Performance Levels: Did Not Yet Meet Expectations		Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations		Met and Exceeded		(I) Participation Rate	(J) Total Number of Students
			#	%	#	%	#	%	#	%	#	%	#	%	%	#
State	42,934	**742**	5,723	13.3%	8,191	19.1%	10,718	25.0%	12,727	29.6%	5,575	13.0%	18,302	42.6%	63.7%	67,446
District	705	733	120	17.0%	160	22.7%	203	28.8%	183	26.0%	39	5.5%	222	31.5%	77.9%	905
School (E)	150	732	17	11.3%	44	29.3%	40	26.7%	44	29.3%	5	3.3%	49	32.7%	72.8%	206
Gender																
Female	62	732	8	12.9%	18	29.0%	18	29.0%	15	24.2%	3	4.8%	18	29.0%	66.0%	94
Male	88	733	9	10.2%	26	29.5%	22	25.0%	29	33.0%	2	2.3%	31	35.2%	78.6%	112
Ethnicity/Race																
Hispanic or Latino	60	727	8	13.3%	19	31.7%	16	26.7%	17	28.3%	0	0.0%	17	28.3%	66.7%	90
American Indian or Alaska Native	3	712	1	33.3%	0	0.0%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	100.0%	3
Asian	4	743	0	0.0%	1	25.0%	1	25.0%	2	50.0%	0	0.0%	2	50.0%	100.0%	4
Black or African American	24	719	4	16.7%	11	45.8%	6	25.0%	2	8.3%	1	4.2%	3	12.5%	66.7%	36
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0
White	43	743	3	7.0%	9	20.9%	12	27.9%	16	37.2%	3	7.0%	19	44.2%	81.1%	53
Two or more races	16	743	1	6.3%	4	25.0%	3	18.8%	7	43.8%	1	6.3%	8	50.0%	80.0%	20
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0
Gifted and Talented																
Yes	7	778	0	0.0%	0	0.0%	1	14.3%	4	57.1%	2	28.6%	6	85.7%	77.8%	9
No	143	730	17	11.9%	44	30.8%	39	27.3%	40	28.0%	3	2.1%	43	30.1%	72.6%	197
Migrant																
No	150	732	17	11.3%	44	29.3%	40	26.7%	44	29.3%	5	3.3%	49	32.7%	73.2%	205
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	1
Economic Disadvantage																
Free/Reduced Lunch Eligible	101	729	14	13.9%	33	32.7%	20	19.8%	30	29.7%	4	4.0%	34	33.7%	67.8%	149
Not Eligible for Free/Reduced Lunch	49	739	3	6.1%	11	22.4%	20	40.8%	14	28.6%	1	2.0%	15	30.6%	86.0%	57

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6.3 Sample Performance Level Summary Report – CMAS Science

School Performance Level Summary

Colorado Measures of Academic Success (A) **Spring 2021**

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999) (B)

Science (C) CONFIDENTIAL - DO NOT DISTRIBUTE (D) **Grade 8**

Purpose: This report describes group achievement in terms of mean scale scores and performance levels.

	(F) Number of Valid Scores	(G) Overall Mean Scale Score	Performance Levels (H)								Met and Exceeded		(I) Participation Rate	(J) Total Number of Students
			Partially Met Expectations		Approached Expectations		Met Expectations		Exceeded Expectations					
			#	%	#	%	#	%	#	%	#	%	%	#
State	36,961	568	15,484	41.9%	11,726	31.7%	9,009	24.4%	742	2.0%	9,751	26.4%	54.6%	67,684
District	2,904	607	787	27.1%	1,033	35.6%	992	34.2%	92	3.2%	1,084	37.3%	56.4%	5,148
School	51	667	2	3.9%	15	29.4%	34	66.7%	0	0.0%	34	66.7%	79.7%	64
Gender (E)														
Female	22	676	0	0.0%	8	36.4%	14	63.6%	0	0.0%	14	63.6%	78.6%	28
Male	29	661	2	6.9%	7	24.1%	20	69.0%	0	0.0%	20	69.0%	80.6%	36
Ethnicity/Race														
Hispanic or Latino	7	650	0	0.0%	3	42.9%	4	57.1%	0	0.0%	4	57.1%	70.0%	10
American Indian or Alaska Native	1	634	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	50.0%	2
Asian	2	649	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%	100.0%	2
Black or African American	1	732	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%	100.0%	1
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0
White	36	673	2	5.6%	9	25.0%	25	69.4%	0	0.0%	25	69.4%	81.8%	44
Two or more races	4	653	0	0.0%	1	25.0%	3	75.0%	0	0.0%	3	75.0%	80.0%	5
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0
Gifted and Talented														
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0
No	51	667	2	3.9%	15	29.4%	34	66.7%	0	0.0%	34	66.7%	79.7%	64
Migrant														
No	51	667	2	3.9%	15	29.4%	34	66.7%	0	0.0%	34	66.7%	79.7%	64
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0
Economic Disadvantage														
Free/Reduced Lunch Eligible	2	605	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	100.0%	2
Not Eligible for Free/Reduced Lunch	49	670	2	4.1%	13	26.5%	34	69.4%	0	0.0%	34	69.4%	79.0%	62

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7.0 Evidence Statement Analysis Report

7.1 Description of Evidence Statement Analysis Report – CMAS Mathematics, ELA, and CSLA

An Evidence Statement Analysis Report is available at the school and district levels for each grade level and content area assessment (ELA grades 3 through 8; CSLA grades 3 and 4; mathematics grades 3 through 8). The report includes item level score information at the school, district, and state levels. The second page of the report includes item map information related to the Colorado Academic Standards (CAS). Sample Evidence Statement Analysis Reports are displayed in Sections 7.2 and 7.3.

Information included on the Evidence Statement Analysis Report can be used to identify patterns of evidence statements where a school is performing better or worse than the district or state or where a district is performing better or worse than the state. For example, within a particular evidence statement, a school within a district may be out-performing the district and the state while the school may be performing worse than the district and the state in another evidence statement. In combination with other evidence and data, schools and districts can use the information in this report to identify patterns across evidence statements that may be indicative of potential areas of strength or weakness.

7.1.1 General Information

Refer to page 1 of the Evidence Statement Analysis Report.

A. Test Date
The administration season and year.

B. Identification Information
The names and codes of the school and district.

C. Content Area /Subject
The content area/subject of the report (mathematics, ELA, or CSLA).

D. Grade
The grade level of the assessment.

7.1.2 Evidence Statement Analysis Information

Refer to page 1 of the Evidence Statement Analysis. **Note:** For mathematics, writing tasks are not included. For this reason, there are no markers for J and K on the sample Mathematics Evidence Statement Analysis Reports.

E. Number of Students with Valid Scores
Reportable or valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment.

F. Graph Key
Explanatory text for the symbols and lines in the graph: state and district for the district level report and state, district, and school for the school level report.

G. Average Percent of Points Earned

The average percent of points earned is included to the left of the graphical representation of state, district, and school performance by evidence statement. Evidence statements that were more difficult for students across the state have a lower average percent of points earned.

H. Evidence Statement and Difficulty Order

Items on the mathematics, ELA (including CSLA) assessments are written to evidence statements that are mapped to the CAS. Each operational item on the assessment is combined into an evidence statement group. Items may be aligned to more than one evidence statement. This means that one item could be represented on the report multiple times depending on its alignment.

The evidence statements on the graph are placed in order with most to least difficult appearing from left to right. This difficulty order is determined by student performance on the items at the state level.

I. Graphical Representation of State, District, and School Level Performance by Evidence Statement

The graphical representation shows how the state, district, and school performed on each operational evidence statement. The state is represented as a blue line with squares, the district is represented as green circles, and the school is represented by orange triangles on school level reports.

The points on the graph represent at each level (state, district and school) the average points earned compared to the points possible for the group of valid scores in that category. A school can then compare how those students performed on each evidence statement compared to other students in the district or state.

For ELA and CSLA, this comparison can also be used to evaluate school or district performance on the writing tasks as shown in the charts represented by letters J and K.

J. Writing Tasks

Charted information related to the performance of the writing tasks included on the ELA and CSLA assessments.

K. Prose Constructed Response (PCR)

This section breaks down the writing tasks by the PCR items included on the ELA and CSLA assessments. The PCRs ask for an extended student response that analyzes literary works in the categories of Literary Analysis and Narrative Writing and informational texts in the category of a Research Simulation Task. Score distributions for the state, district, and school (where applicable) are included.

7.1.3 Evidence Statement Map Information

Refer to page 2 of the Evidence Statement Analysis.

L. Evidence Statement

Evidence statements are listed from most to least difficult based on the state level. This ordering corresponds to the graphed data on the page 1 of the report.

M. Colorado Academic Standard(s)

The evidence statement-linked CAS is listed in the third column. An evidence statement can be connected to multiple standards. For statements that are considered Modeling or Modeling & Reasoning, SHK (Securely Held Knowledge) or OGL (On Grade Level) verbiage is indicated in place of a CAS. Additionally, some integrated mathematics evidence statements cross multiple domains and are not linked to only a single CAS. Multiple CAS are listed for integrated mathematics evidence statements.

N. Domain

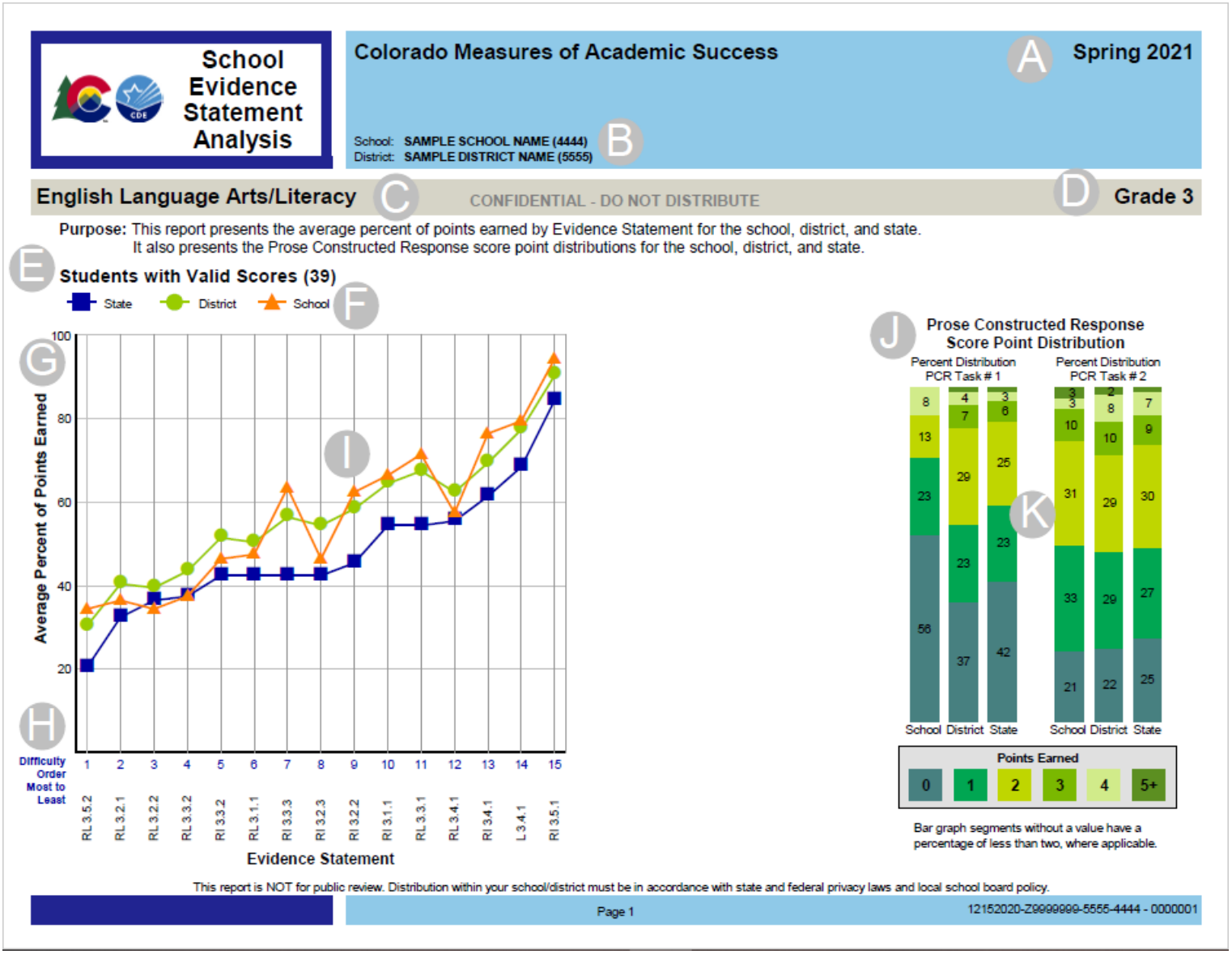
The domain level (e.g., Reading: Informational Text, Reading: Literature, Operations and Algebraic Thinking) is listed in this column.

O. Additional Information

Links to more detailed information on the evidence statements and CAS are provided at the bottom of the report.

- Evidence Statements: http://www.cde.state.co.us/assessment/cmas
- Colorado Academic Standards: http://www.cde.state.co.us/coreadingwriting/statestandards

7.2 Sample Evidence Statement Analysis – CMAS ELA and CSLA



Evidence Statement Analysis Report Detail

Colorado Measures of Academic Success **Spring 2021**

This report shows the operational items for the given grade and subject sorted by difficulty.

English Language Arts/Literacy CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 3**

Difficulty Order Most to Least	Evidence Statement	Colorado Academic Standard(s)	Domain
1	RL 3.5.2	3.2.1.b.iii	Reading: Literature
2	RL 3.2.1	3.2.1.a.iii	Reading: Literature
3	RL 3.2.2	3.2.1.a.iii	Reading: Literature
4	RL 3.3.2	3.2.1.a.v	Reading: Literature
5	RI 3.3.2	3.2.2.a.iii	Reading: Informational Text
6	RL 3.1.1	3.2.1.a.i	Reading: Literature
7	RI 3.3.3	3.2.2.a.iii	Reading: Informational Text
8	RI 3.2.3	3.2.2.a.ii	Reading: Informational Text
9	RI 3.2.2	3.2.2.a.ii	Reading: Informational Text
10	RI 3.1.1	3.2.2.a.i	Reading: Informational Text
11	RL 3.3.1	3.2.1.a.v	Reading: Literature
12	RL 3.4.1	3.2.1.b.i	Reading: Literature
13	RI 3.4.1	3.2.2.b.i	Reading: Informational Text
14	L 3.4.1	3.2.3.c.i	Language
15	RI 3.5.1	3.2.2.b.ii	Reading: Informational Text

Evidence Statements: http://www.cde.state.co.us/assessment/cmas_testdesign

Colorado Academic Standards: http://www.cde.state.co.us/coreadingwriting/statestandards

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7.3 Sample Evidence Statement Analysis – CMAS Mathematics

Page 1

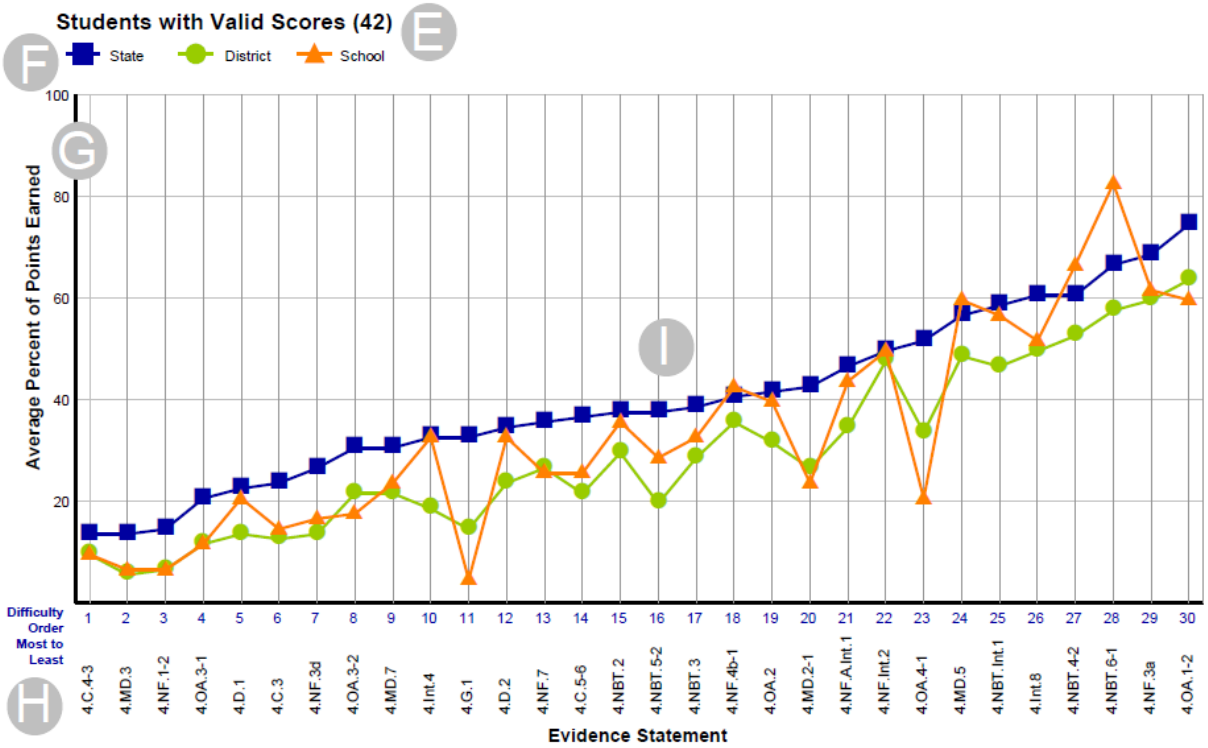
School Evidence Statement Analysis

Colorado Measures of Academic Success — A Spring 2021

School: SCHOOL NAME (9999) B
District: DISTRICT NAME (9999)

Mathematics C — CONFIDENTIAL - DO NOT DISTRIBUTE — D Grade 4

Purpose: This report presents the average percent of points earned by Evidence Statement for the school, district, and state.



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Evidence Statement Analysis Report Detail

Colorado Measures of Academic Success **Spring 2021**

This report shows the operational items for the given grade and subject sorted by difficulty.

Mathematics CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 4**

L Difficulty Order Most to Least	Evidence Statement	M Colorado Academic Standard(s)	N Domain
1	4.C.4-3	OLG	Modeling and Reasoning
2	4.MD.3	4.MD.A.3	Measurement & Data
3	4.NF.1-2	4.NF.A.1	Number & Operations--Fractions
4	4.OA.3-1	4.OA.A.3	Operations & Algebraic Thinking
5	4.D.1	OLG	Modeling and Reasoning
6	4.C.3	OLG	Modeling and Reasoning
7	4.NF.3d	4.NF.B.3.d	Number & Operations--Fractions
8	4.OA.3-2	4.OA.A.3	Operations & Algebraic Thinking
9	4.MD.7	4.MD.C.7	Measurement & Data
10	4.Int.4	4.NBT.B.6	Number & Operations in Base Ten
11	4.G.1	4.G.A.1	Geometry
12	4.D.2	Securely Held Knowledge	Modeling and Reasoning
13	4.NF.7	4.NF.C.7	Number & Operations--Fractions
14	4.C.5-6	Securely Held Knowledge	Modeling and Reasoning
15	4.NBT.2	4.NBT.A.2	Number & Operations in Base Ten
16	4.NBT.5-2	4.NBT.B.5	Number & Operations in Base Ten
17	4.NBT.3	4.NBT.A.3	Number & Operations in Base Ten
18	4.NF.4b-1	4.NF.B.4.b	Number & Operations--Fractions
19	4.OA.2	4.OA.A.2	Operations & Algebraic Thinking
20	4.MD.2-1	4.MD.A.2	Measurement & Data
21	4.NF.A.Int.1	4.NF.A.1 4.NF.A.2	Number & Operations--Fractions
22	4.NF.Int.2	4.NF.C.5 4.NF.C.6	Number & Operations--Fractions
23	4.OA.4-1	4.OA.B.4	Operations & Algebraic Thinking
24	4.MD.5	4.MD.C.5	Measurement & Data
25	4.NBT.Int.1	4.NBT.A.2 4.NBT.B.4	Number & Operations in Base Ten
26	4.Int.8	4.NBT.B.4	Number & Operations in Base Ten
27	4.NBT.4-2	4.NBT.B.4	Number & Operations in Base Ten
28	4.NBT.6-1	4.NBT.B.6	Number & Operations in Base Ten
29	4.NF.3a	4.NF.B.3.a	Number & Operations--Fractions
30	4.OA.1-2	4.OA.A.1	Operations & Algebraic Thinking

O

Evidence Statements: http://www.cde.state.co.us/assessment/cmas_testdesign

Colorado Academic Standards: http://www.cde.state.co.us/comath/statestandards

8.0 Item Analysis Report

8.1 Description of Item Analysis Report – CMAS Science

An Item Analysis Report is available at the school and district level for CMAS science for each assessed grade level and content area. The report includes item level score information at the school, district, and state levels. The back of the report includes item map information.

Information included on the Item Analysis Report can be used to identify patterns of items (and aligned CAS) where a school is performing better or worse than the district or state or where a district is performing better or worse than the state. For example, within a particular Grade Level Expectation (GLE), a school within a district may be out-performing the district and the state while the school may be performing worse than the district and the state in another GLE. In combination with other evidence and data, schools and districts can use the information in the Item Analysis Report to identify patterns across standards, GLEs, and PGCs that may be indicative of potential areas of strength or weakness. A sample Item Analysis Report is in Section 8.2.

8.1.1 General Information

Refer to page 1 of the Item Analysis Report.

A. Test Date
The administration season and year.

B. Identification Information
The school and district name and code.

C. Subject Area
The subject area of the report (either science or social studies).

D. Grade
The grade level of the assessment.

8.1.2 Item Analysis Information

Refer to page 1 of the Item Analysis Report.

E. Number of Students with Valid Scores
Reportable or valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment.

F. Graph Key
Explanatory text for the symbols and lines in the graph: state and district for the district level report and state, district, and school for the school level report.

G. Average Percent of Points Earned
The average percent of points earned is graphed by state, district, and school to show performance by item in order from most to least difficult. Items that were more difficult for students across the

state have a lower average percent of points earned. For 1-point selected response items, the percent of students who correctly responded is recorded. For 2- and 3-point constructed response items, the average of points earned is divided by 2 or 3, respectively, in creating the percentage.

H. Numbered Items
Items are identified by numbers in blue text at the bottom of the graph and are ordered from most difficult to least difficult based on the state level, such that the most difficult item is labeled as 1.

I. Standard and Grade Level Expectation (GLE)/Prepared Graduate Competency (PGC)
On elementary and middle school item analysis reports, the corresponding standard and GLE are listed below each item. On the high school item analysis report, the corresponding standard and PGC are listed below each item.

J. Graphical Representation of State, District, and School Level Performance by Item
The graphical representation shows how the state, district, and school performed on each operational item. The state is represented as a blue line with squares, the district is represented as a green line with circles, and the school is represented by an orange line with triangles.

K. Document Process Number
A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

8.1.3 Item Map Information

Refer to page 2 of the Item Analysis Report.

L. Item Map Information
Page 2 of the Item Analysis Report includes information for all the operational items included on the assessment. Items are ordered from most to least difficult, as they were on page 1 of the report. For each item, the following information is included:

- Difficulty order from most to least (matches page 1)
- Standard and GLE numbers (for grades 4, 5, 7, and 8 only — high school has Standard and PGC number)
- Location on the test (unit number and item number)
- Standard by name
- Prepared Graduate Competency (PGC)
- Grade Level Expectation (GLE) (elementary and middle school only)
- Item type (Selected Response (SR); 2-point Constructed Response (CR-2); 3-point Constructed Response (CR-3))

8.2 Sample Item Analysis Report – CMAS Science

Page 1

School Item Analysis Report

Colorado Measures of Academic Success — A — Spring 2021

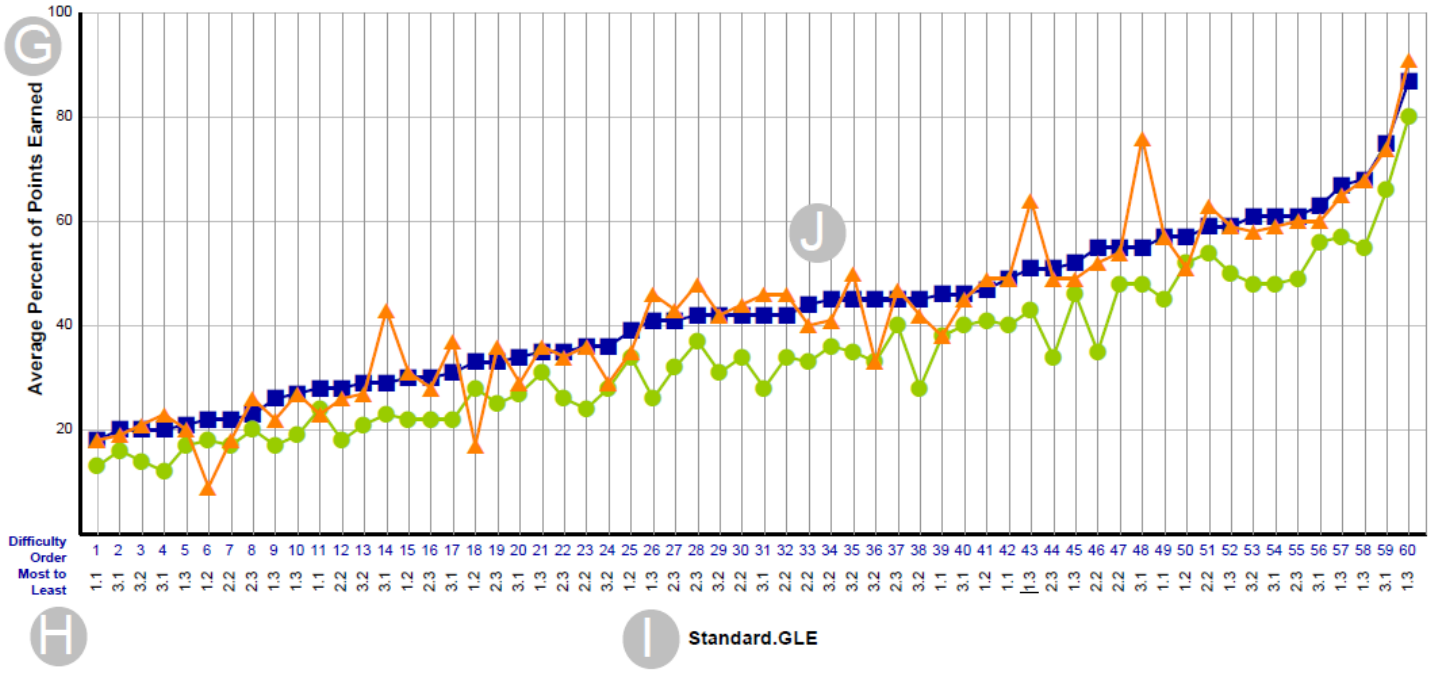
School: SAMPLE SCHOOL NAME (4444)
District: SAMPLE DISTRICT NAME (5555) — B

Science — C — CONFIDENTIAL - DO NOT DISTRIBUTE — D — Grade 8

Purpose: This report presents the average percent of points earned by item for the school, district, and state.

E — **Students with Valid Scores (44)**

State District School — F



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Page 2

Item Analysis Report Detail

Colorado Measures of Academic Success Spring 2021

This report shows the operational items for the given grade and subject sorted by difficulty.

Science CONFIDENTIAL - DO NOT DISTRIBUTE **Grade 8**

Difficulty Order Most to Least	Standard.GLE	Unit-Item Number	Standard	Prepared Graduate Competency (PGC)	Grade Level Expectation (GLE)	Item Type Selected Response (SR) Constructed Response (CR)
1	1.1	2-012	Physical Science	PGC1	GLE1	SR
2	3.1	1-010	Earth Systems Science	PGC1	GLE4	SR
3	3.2	2-002	Earth Systems Science	PGC2	GLE2	SR
4	3.1	3-009	Earth Systems Science	PGC1	GLE4	CR-2
5	1.3	1-013	Physical Science	PGC3	GLE4	CR-3
6	1.2	2-009	Physical Science	PGC2	GLE3	CR-2
7	2.2	2-017	Life Science	PGC2	GLE1	SR
8	2.3	3-017	Life Science	PGC3	GLE2	SR
9	1.3	3-004	Physical Science	PGC3	GLE2	SR
10	1.3	1-008	Physical Science	PGC3	GLE2	CR-2
11	1.1	1-007	Physical Science	PGC1	GLE1	SR
12	2.2	2-018	Life Science	PGC2	GLE1	CR-2
13	3.2	2-010	Earth Systems Science	PGC2	GLE1	SR
14	3.1	3-008	Earth Systems Science	PGC1	GLE4	CR-2
15	1.2	3-011	Physical Science	PGC2	GLE3	SR
16	2.3	3-018	Life Science	PGC3	GLE2	CR-2
17	3.1	3-007	Earth Systems Science	PGC1	GLE4	SR
18	1.2	2-006	Physical Science	PGC2	GLE3	SR
19	2.3	2-013	Life Science	PGC3	GLE2	CR-3
20	3.1	2-015	Earth Systems Science	PGC1	GLE3	SR
21	1.3	3-012	Physical Science	PGC3	GLE4	SR
22	2.3	3-024	Life Science	PGC3	GLE2	SR
23	2.2	1-020	Life Science	PGC2	GLE1	SR
24	3.2	3-005	Earth Systems Science	PGC2	GLE1	SR
25	1.2	2-007	Physical Science	PGC2	GLE3	SR
26	1.3	2-023	Physical Science	PGC3	GLE4	SR
27	2.3	3-019	Life Science	PGC3	GLE2	CR-2
28	2.3	2-001	Life Science	PGC3	GLE2	SR
29	3.2	2-022	Earth Systems Science	PGC2	GLE1	CR-2
30	2.2	2-024	Life Science	PGC2	GLE1	SR
31	3.1	3-013	Earth Systems Science	PGC1	GLE3	CR-3
32	2.2	3-022	Life Science	PGC2	GLE1	CR-2
33	2.2	3-010	Life Science	PGC2	GLE1	SR
34	3.2	1-005	Earth Systems Science	PGC2	GLE2	SR
35	3.2	1-014	Earth Systems Science	PGC2	GLE2	SR
36	3.2	1-022	Earth Systems Science	PGC2	GLE1	CR-2
37	2.3	1-024	Life Science	PGC3	GLE2	SR
38	3.2	2-019	Earth Systems Science	PGC2	GLE2	CR-2

continued

Colorado Academic Standards: http://www.cde.state.co.us/coscience/statestandards

9.0 Participation Summary Reports

9.1 Description of Participation Summary Report – All Assessments

A Participation Summary Report is available at the district and school levels for each assessed grade and content area. The report includes overall student group composition and participation rates which should always be taken into consideration when interpreting assessment results.

Information included on the Participation Summary Report can be used to show how the population of Students with Scores represents the total population of Enrolled Students. Reasonable interpretations for the Overall student group may be made with more confidence with higher participation rates and the more the Enrolled Students distribution mirrors the Students with Scores distribution. Interpretations for the Overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided. Comparison of 2021 subgroup performance can be made with more confidence when the subgroups are of reasonable size and have relatively high and comparable participation rates. Comparisons between subgroups should be made with caution or completely avoided when subgroups have lower participation rates and/or greater differences in participation rates between them.

It is important to take the learning and assessment conditions in 2021 into consideration when interpreting results. Some students were able to take tests this school year while others weren't due to test site limitations, safety concerns, challenges with technology, other interferences, or parental concerns. This means that some participation rates for districts, schools, or student groups are lower than in past years. As participation rates decrease, challenges with interpreting results increase. In addition, the wide availability of different learning settings—in-person, remote learning, or hybrid—means that students had varying access to take state tests. Thus, some student groups will be overrepresented in the results and others may be underrepresented. Consider the degree to which tested students mirror the state, district and/or school total population. Districts and schools are encouraged to closely review their local participation data when interpreting and comparing aggregated and group results, as participation rates are critical to interpretation and they will vary greatly across the state this year.

9.1.1 General Information

Refer to page 1 of the School Participation Summary Report.

A. Test Date
The administration season and year.

B. Identification Information
The school and district name and code.

C. Subject Area
The subject area of the report (Mathematics, ELA, CSLA, or Science).

D. Grade
The grade level of the assessment.

9.1.2 Participation Information

Refer to page 1 of the Participation Summary Report.

E. Table 1 Information: Spring 2021 Distributions by Student Group
Table 1 of the School Participation Summary shows how the population of students with scores represents the total population of enrolled students.

F. Student Group
Demographic and program subgroup categories are listed on the left side of the table. The "Not Indicated" subgroups contain results of students for whom no demographic or program information was coded.

G. Number of Enrolled Students
The number of students in the demographic group enrolled in the organization (e.g., 35 males and 27 females).

H. Percent of Total Enrolled Students
The percent of total students in the demographic group enrolled in the organization (e.g., 56% male and 44% female).

Compare the information included in the *Percent of Total Enrolled Students* column with the information included in the *Percent of Total Students with Scores* Column. Closer distributions between enrolled students and students with scores indicate a higher degree of similarity (e.g., representativeness) than distributions with greater differences.

I. Number of Students with Scores
The number of students in the demographic group with valid scores on the assessment. Valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with "no score" on the assessment. Example: 30 of 35 males have valid scores; 24 of 27 females have valid scores.

J. Percent of Total Students with Scores
The percent of students in the demographic group with valid scores on the assessment (for example, the number of female students with scores divided by the total number of students with scores).

Compare the information included in the *Percent of Total Students with Scores* column with the information included in the *Percent of Total Enrolled Students* Column. Closer distributions between enrolled students and students with scores indicate a higher degree of similarity (e.g., representativeness) than distributions with greater differences.

9.1.3 School Participation Information

Refer to page 2 of the School Participation Summary Report.

K. Table 2 Information: Spring 2021 Participation Rates by Student Group
Table 2 of the School Participation Summary provides participation rates for the overall population of students, as well as across student subgroups.

L. Student Group

Demographic and program subgroup categories are listed on the left side of the table. The "Not Indicated" subgroups contain results of students for whom no demographic or program information was coded.

M. Total Number of Enrolled Students

The number of enrolled students at the school for that grade.

N. Students without Scores

The percent of students registered to take the assessment who did not receive scores.

O. Students with Scores

The percent of students with valid scores on the assessment. Valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home-schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with "no score" on the assessment.

Reasonable interpretations for the overall student group may be made with more confidence when participation rates for the overall student group are higher and there is more similarity between the overall participation rate and the student group participation rates. Interpretations for the overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided.

9.2 Sample School Participation Summary Report

Page 1

School Participation Summary

Colorado Measures of Academic Success (A) Spring 2021

School: SCHOOL NAME (9999) (B)
District: DISTRICT NAME (9999)

English Language Arts / Literacy (C) CONFIDENTIAL - DO NOT DISTRIBUTE (D) Grade 3

Purpose: This report provides information on overall student group composition and participation rates, which should be considered when interpreting and determining appropriate uses of spring 2021 results. N-sizes should always be taken into consideration when interpreting assessment results.

Table 1 shows how the population of students with scores represents the total population of enrolled students. The number and percent of different groups of students by enrolled students and students with scores is included. Closer distributions indicate a higher degree of similarity between enrolled students and students with scores (e.g., representativeness) than distributions with greater differences. Reasonable interpretations for the overall student group may be made with more confidence the more the enrolled students distribution mirrors the students with scores distribution. Interpretations should be made with caution or completely avoided the less similar the students with scores distribution is from the enrolled students distribution.

(E) **Table 1: Spring 2021 CMAS Distributions by Student Group**

(F) Student Group	Number of Enrolled Students (G)	Percent of Total Enrolled Students (H)	Number of Students with Scores (I)	Percent of Total Students with Scores (J)
Female	27	44%	24	44%
Male	35	56%	30	56%
Hispanic or Latino	31	50%	26	48%
American Indian or Alaska Native	1	2%	1	2%
Asian	2	3%	2	4%
Black or African American	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	28	45%	25	46%
Two or more races	0	0%	0	0%
Not Indicated	0	0%	0	0%
Free/Reduced Lunch Eligible	30	48%	27	50%
Not Eligible for Free/Reduced Lunch	32	52%	27	50%
IEP - Yes	19	31%	17	31%
IEP - No	43	69%	37	69%
NEP and LEP	14	23%	12	22%
Not NEP or LEP	48	77%	42	78%

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School Participation Summary

Colorado Measures of Academic Success — Spring 2021

School: SCHOOL NAME (9999)
District: DISTRICT NAME (9999)

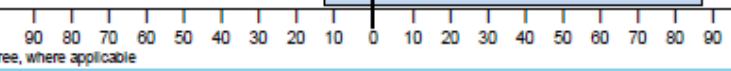
English Language Arts / Literacy — CONFIDENTIAL - DO NOT DISTRIBUTE — Grade 3

Table 2 provides participation rates for the overall population of students, as well as across student subgroups. Reasonable interpretations for the overall student group may be made with more confidence when participation rates for the overall student group are higher and there is more similarity between the overall participation rate and the student group participation rates. Interpretations for the overall student group should be made with caution or completely avoided with lower participation rates and/or greater differences in participation rates across student groups.

Reasonable interpretations for individual student subgroups may be made with more confidence with higher individual participation rates. Interpretations for individual student subgroups with lower participation rates should be made with caution or completely avoided.

Table 2: Spring 2021 CMAS Participation Rates by Student Group

Student Group	Total Number of Enrolled Students	Students without Scores	Students with Scores
Overall	62	13%	87%
Female	27	11%	89%
Male	35	14%	86%
Hispanic or Latino	31	16%	84%
American Indian or Alaska Native	1		100%
Asian	2		100%
Black or African American	0		
Native Hawaiian or Other Pacific Islander	0		
White	28	11%	89%
Two or more races	0		
Not Indicated	0		
Free/Reduced Lunch Eligible	30	10%	90%
Not Eligible for Free/Reduced Lunch	32	16%	84%
IEP - Yes	19	11%	89%
IEP - No	43	14%	86%
NEP and LEP	14	14%	86%
Not NEP or LEP	48	13%	88%



Bar graph segments without a value have a percentage of less than three, where applicable

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Appendix A

Scale Score Ranges

CMAS Mathematics
Overall Scale Score Ranges

Grade Level/Content	Does Not Yet Meet	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	650-699	700-724	725-749	750-789	790-850
Grade 4				750-795	796-850
Grade 5				750-789	790-850
Grade 6				750-787	788-850
Grade 7				750-785	786-850
Grade 8				750-800	801-850

CMAS English Language Arts
Overall Scale Score Ranges

Grade Level	Does Not Yet Meet	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	650-699	700-724	725-749	750-809	810-850
Grade 4				750-789	790-850
Grade 5				750-798	799-850
Grade 6				750-789	790-850
Grade 7				750-784	785-850
Grade 8				750-793	794-850

Colorado Spanish Language Arts
Overall Scale Score Ranges

Grade Level	Does Not Yet Meet	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	650-699	700-724	725-749	750-778	779-850
Grade 4				750-771	772-850

CMAS Science
Overall Scale Score Ranges

Grade Level	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
	Level 1	Level 2	Level 3	Level 4
Grade 8	300-555	556-651	652-784	785-900

CMAS Science
2021 Content Standards Performance Indicator Ranges*

Grade Level	Physical Science	Life Science	Earth Systems Science	Scientific Inquiry and Nature of Science
Grade 8	439-696	432-692	436-700	437-702

*At the content standards level there are performance indicators based on the overall state performance. These levels are not for accountability use and are not set in relation to the content or the overall performance levels. The cut scores are set using one standard deviation around the mean scale score for the state. They change from year to year. Students within this range have "Typical" performance for the state. Students with scores below this range have a "Potential Relative Weakness" in this area and students above the range have a "Potential Relative Strength".

CoAlt Science
Overall Scale Score Ranges

Grade Level	Emerging	Approaching Target	At Target	Advanced
	Level 1	Level 2	Level 3	Level 4
Grade 8	0-127	128-163	164-189	190-250
High School	0-139	140-163	164-192	193-250

Appendix B

Performance Level Descriptors

Grade 8 CMAS Science
Performance Level Descriptors

Students demonstrate mastery of science concepts and 21st century skills aligned to the Colorado Academic Standards (CAS) at various performance levels. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student who approached expectations has also mastered the concepts and skills included in the partially met expectations performance level.

Students who Exceeded Expectations demonstrated distinguished command of the CAS and can typically

- Design an investigation to predict the movement of an object by examining the forces applied to it
- Use models to predict amounts of energy transferred
- Analyze data and models to support claims about genetic reproduction and traits of individuals
- Use observations and models to develop and communicate a weather prediction
- Evaluate scientific theories and investigations that explain how the solar system was formed

Students who Met Expectations demonstrated strong command of the CAS and can typically

- Use mathematical expressions and appropriate information from sources to describe the movement of an object
- Analyze different forms of energy and energy transfer using tools
- Construct an experiment to show mass is conserved
- Investigate the characteristics and behaviors of waves using models, technology, and basic rules of waves
- Analyze human impact on local ecosystems
- Use mathematics to predict the physical traits and genetic makeup of offspring
- Relate tides, eclipses, lunar phases, and seasons to the motion and positions of the Sun, Earth, and the Moon, using the basic rules of the solar system

Students who Approached Expectations demonstrated moderate command of the CAS and can typically

- Analyze speed and acceleration of moving objects
- Describe different forms of energy and energy transfer
- Use a variety of sources, including popular media and peer-generated explanations, to investigate and describe an environmental issue
- Analyze data and historical research for various weather conditions and compare to historical data for that date and location
- Investigate and ask testable questions about Earth's different climates using various techniques

Students who Partially Met Expectations demonstrated limited command of the CAS and can typically

- Distinguish between physical and chemical changes
- Recognize the relationship between pitch and frequency in sound
- Identify human activities that alter the ecosystem
- Recognize that genetic information is passed from one generation to the next
- Compare basic and severe weather conditions and develop an action plan for safety
- Use tools and simulations to explore the solar system

Grade 8 CoAlt Science
Performance Level Descriptors

Students demonstrate science concepts and skills aligned to the Grade Level Expectations and Extended Evidence Outcomes contained in the Colorado Academic Standards.

With appropriate support, Advanced students can typically:

- Match an object to itself before and after a physical or chemical change
- Compare and contrast different water or sound waves using wave characteristics
- Determine if different materials can absorb, reflect, or refract light
- Predict the effect of a human activity on a local ecosystem
- Identify why the appearances of the Sun and the moon change in the sky, including phases of the moon and eclipses

With appropriate support, At Target students can typically:

- Determine an object's directionality and compare the speeds of moving objects
- Determine sources for light and heat
- Determine if an object has undergone a physical or chemical change
- Identify sources of waves
- Identify human activities that have an effect on local ecosystems
- Identify traits that are passed down from parent to child
- Compare safe and unsafe practices during severe weather conditions
- Use models and simulations to explore the motions of Earth, the moon, and the Sun

With appropriate support, Approaching Target students can typically:

- Recognize that the speed and direction of a force can change moving objects
- Compare different forms of energy
- Label chemical and physical changes
- Label different types of waves
- Recognize the effect of human activity on the local ecosystem
- Identify similarities and differences in parents and children
- Identify severe weather conditions and follow a simple action plan for severe weather
- Recognize facts and fiction in regard to space exploration

With appropriate support, Emerging students can typically:

- Identify objects changing speed while moving
- Recognize that heat, light, and electricity are forms of energy
- Identify different types of waves
- Recognize stages of human aging
- Recognize different weather conditions
- Identify different climates
- Identify scientific tools related to weather and space exploration
- Acknowledge that celestial objects have patterns of movement

An Inconclusive designation is given to students who did not respond to any items on the assessment.

High School CoAlt Science
Performance Level Descriptors

Students demonstrate science concepts and skills aligned to the Grade Level Expectations and Extended Evidence Outcomes contained in the Colorado Academic Standards.

With appropriate support, Advanced students can typically:

- Predict the direction or relative speed of an object as a result of an unbalanced force
- Group items based on physical properties
- Identify products in a chemical reaction
- Determine types of energy associated with common objects
- Compare characteristics of different types of animals
- Recognize how cells group together and how body systems work together
- Recognize how organism populations have adapted to change
- Identify the factors that affect climate

With appropriate support, At Target students can typically:

- Compare objects and the forces required to move them
- Identify item characteristics as physical or chemical
- Compare elements and compounds
- Identify the chemical reaction in an object that causes an observable change
- Identify an element present in a compound
- Distinguish between different types of energy transformations
- Compare positive and negative effects of human activities on ecosystems
- Compare healthy and unhealthy lifestyle choices
- Distinguish between inherited traits and learned behaviors
- Recognize how the earth has changed over time

With appropriate support, Approaching Target students can typically:

- Identify the fastest object in a group
- Use ratios to determine a type of physical change in a mixture
- Identify chemical reactions in household items and common organisms
- Identify sources of energy
- Identify similarities and differences in parents and children
- List basic needs for space travel
- Identify severe weather conditions and follow a simple action plan for severe weather

With appropriate support, Emerging students can typically:

- Understand that force is required to move
- Identify the result of a chemical reaction
- Identify parts of plant and animal cells
- Recognize how ecosystems are affected by human activities
- Identify different climates
- Match scientific tools to their use in weather and space exploration

An Inconclusive designation is given to students who did not respond to any items on the assessment.

About ELA and CSLA Performance Level Descriptors

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]	
			Grade 3	Grades 4-8
5	Very Complex Moderately Complex Readily Accessible	Mostly Accurate Mostly Accurate Accurate	Explicit Explicit Explicit	Explicit & Inferential Explicit & Inferential Explicit & Inferential
4	Very Complex Moderately Complex Readily Accessible	Generally Accurate Generally Accurate Mostly Accurate	Explicit Explicit Explicit	Explicit & Inferential Explicit & Inferential Explicit & Inferential
3	Very Complex Moderately Complex Readily Accessible	Minimally Accurate Generally Accurate Mostly Accurate	Explicit Explicit Explicit	Explicit & Inferential Explicit & Inferential Explicit & Inferential
2	Very Complex Moderately Complex Readily Accessible	Inaccurate Minimally Accurate Partially Accurate	Explicit Explicit Explicit	Explicit & Inferential Explicit & Inferential Explicit & Inferential

1. **Text Complexity**
   The complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, a clear and consistent model was developed to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

   Two components are used for determining text complexity for **all** passages:

   - Two quantitative text complexity measures (Reading Maturity Metric and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.
   - Text Analysis Worksheets (https://parcc-assessment.org/ela-literacy), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

   For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. **Range of Accuracy**
   There are three types of items on the assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, draft scoring rubrics were developed (refer to *CMAS Test Design: Scoring Rubrics* available at

http://www.cde.state.co.us/assessment/cmas) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text. The Performance Level Descriptors (PLDs) describe five levels of accuracy at grades 3-8 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding.

Partially accurate – The student is able to accurately state the gist of the text(s) but is unable to state some of the key or supporting details with accuracy. The student is partially able to connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates partial understanding**.**

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. **Quality of Evidence**

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 3 ELA and CSLA Performance Level Descriptors

Reading

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text. ● With readily accessible text, students demonstrate the ability to be accurate when asking and/or answering questions, showing full understanding of the text when referring to explicit details and examples in the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text. ● With readily accessible text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to be minimally accurate when asking and/or answering questions, showing minimal understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing basic understanding of the text when referring to explicit details and examples in the text. ● With readily accessible text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the inability to ask or answer questions, showing limited understanding of the text when referring to explicit details and examples in the text. ● With moderately complex text, students demonstrate the ability to be minimally accurate when asking and/or answering questions, showing minimal understanding of the text when referring to explicit details and examples in the text. ● With readily accessible text, students demonstrate the ability to be partially accurate when asking and/or answering questions, showing partial understanding of the text when referring to explicit details and examples in the text.

Writing - Written Expression

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating purposeful and	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while in the

demonstrating purposeful and controlled organization. The student: ● Provides effective development of the topic and/or narrative elements, using reasoning, details, text-based evidence, and/or description. ● Develops topic and/or narrative elements in a manner that is appropriate to the task and purpose. ● Demonstrates purposeful organization that includes an introduction and/or conclusion. ● Effectively uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	mostly controlled organization. The student: ● Develops the topic and/or narrative elements using reasoning, details, text- based evidence, and/or description. ● Develops topic and/or narrative elements in a manner that is mostly appropriate to the task and purpose. ● Demonstrates purposeful organization that is mostly controlled and may include an introduction and/or conclusion. ● Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	instances demonstrating organization that sometimes is controlled. The student: ● Develops the topic and/or narrative elements using some reasoning, details, text- based evidence, and/or description. ● Demonstrates some organization. ● Includes some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.	majority of instances demonstrating organization that often is not controlled. The student: ● Minimal development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. ● Demonstrates minimal organization. ● Includes minimal linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.

Writing - Knowledge of Language and Conventions

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.	In **writing**, students demonstrate minimal command of the conventions of Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Grade 4 ELA and CSLA Performance Level Descriptors

Reading

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be accurate when asking and/or answering questions, showing full understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to ask and/or answer questions with minimal accuracy, showing minimal understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to be generally accurate when asking and/or answering questions, showing basic understanding of the text when referring to explicit details and examples in the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to be accurate when asking and/or answering questions, showing limited understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to ask and/or answer questions with minimal accuracy, showing minimal understanding of the text when referring to explicit details and examples in the text. • With readily accessible text, students demonstrate the ability to be partially accurate when asking and/or answering questions, showing partial understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

Writing - Written Expression

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization. The student: • Provides effective development of the topic and/or narrative elements, using reasoning, details, text-based evidence, and/or description. • Develops topic and/or narrative elements in a manner that is appropriate to the task and purpose. • Demonstrates purposeful organization that includes an introduction and/or conclusion. • Correctly uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating purposeful and mostly controlled organization. The student: ● Develops the topic and/or narrative elements using reasoning, details, text-based evidence, and/or description. ● Develops topic and/or narrative elements in a manner that is mostly appropriate to the task and purpose. ● Demonstrates purposeful organization that is mostly controlled and may include an introduction and/or conclusion. ● Uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled. The student: ● Develops topic and/or narrative elements in manner that is general in its appropriateness to the task and purpose. ● Demonstrates some organization. ● Includes some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that often is not controlled. The student: ● Provides minimal development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. ● Demonstrates minimal organization. ● Includes minimal linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.

Writing - Knowledge of Language and Conventions

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.	In **writing**, students demonstrate minimal command of the conventions of Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Grade 5 ELA Performance Level Descriptors

Reading

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be accurate when quoting or referencing, showing full understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing basic understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to be accurate when quoting or referencing, showing limited understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. • With readily accessible text, students demonstrate the ability to be partially accurate when quoting or referencing, showing partial understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

Writing - Written Expression

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization. The student: ● Provides effective development of the topic and/or narrative elements, using reasoning, details, and/or description. ● Develops topic and/or narrative elements in a manner that is appropriate to the task, purpose, and audience. ● Demonstrates coherence, clarity, and cohesion and includes an introduction and/or conclusion. ● Attends to the norms and conventions of the discipline. ● Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. ● Effectively uses concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating purposeful and mostly controlled organization. The student: ● Develops the topic and/or narrative elements using reasoning, details, and/or description. ● Develops topic and/or narrative elements in a manner that is mostly appropriate to the task, purpose, and audience. ● Demonstrates general coherence, clarity, and cohesion and may or may not include an introduction and/or conclusion. ● Demonstrates general awareness of the norms and conventions of the discipline. ● Draws evidence from literary or informational texts to support analysis, reflection, and research. ● Uses concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled. The student: ● Develops the topic and/or narrative elements minimally by using some reasoning, details, and/or description. ● Develops topic and/or narrative elements in manner that is general in its appropriateness to the task, purpose, and audience. ● Demonstrates some coherence, clarity, and cohesion, omitting the introduction or conclusion. ● Demonstrates some awareness of the norms of the discipline. ● Draws partial evidence from literary or informational texts to support analysis, reflection, and research. ● Includes some descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that often is not controlled. The student: ● Minimal development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. ● Demonstrates minimal coherence, clarity, and cohesion. ● Demonstrates minimal awareness of the norms of the discipline. ● Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. ● Includes minimal descriptions, sensory details, linking and transitional words, or domain-specific vocabulary, limiting the overall clarity with which ideas are expressed.

Writing – Knowledge of Language and Conventions

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.	In **writing**, students demonstrate minimal command of the conventions of Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Grade 6 ELA Performance Level Descriptors

Reading

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text • With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do partially accurate analyses of the text, showing partial understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing – Written Expression

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing,** students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, while demonstrating effective coherence, clarity, and/or cohesion. The student: ● Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is appropriate to the task, purpose, and audience. ● Demonstrates coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. ● Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. ● Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: ● Provides development of the claim, topic, and/or narrative elements, using reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is mostly appropriate to the task, purpose, and audience. ● Demonstrates general coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. ● Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. ● Draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while generally demonstrating basic coherence, clarity, and/or cohesion. The student: ● Provides some development of the claim, topic, and/or narrative elements, using basic reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. ● Demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. ● Employs a style that is generally effective, with basic awareness of the norms of the discipline. ● Draws some evidence from literary or informational texts to support analysis, reflection, and research. ● Includes some descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while demonstrating minimal coherence, clarity, and/or cohesion. The student: ● Provides minimal development of the claim, topic, and/or narrative elements, using minimal reasoning, details, text-based evidence, and/or description. ● Minimal development of the claim, topic and/or narrative elements that is minimally appropriate to the task, purpose, and audience. ● Demonstrates minimal coherence, clarity, and/or cohesion, making the writer's progression of ideas unclear. ● Employs a minimally effective style, and minimal awareness of the norms of the discipline. ● Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. ● Includes minimal descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing – Knowledge of Language and Conventions

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.	In **writing**, students demonstrate minimal command of the conventions of Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Grade 7 ELA Performance Level Descriptors

Reading

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do partially accurate analyses of the text, showing partial understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing – Written Expression

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, while demonstrating effective coherence, clarity, and/or cohesion. The student: ● Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is appropriate to the task, purpose, and audience. ● Demonstrates coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. ● Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. ● Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: ● Provides development of the claim, topic, and/or narrative elements, using reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is mostly appropriate to the task, purpose, and audience. ● Demonstrates general coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. ● Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. ● Draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while generally demonstrating basic coherence, clarity, and/or cohesion. The student: ● Provides some development of the claim, topic, and/or narrative elements, using basic reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. ● Demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. ● Employs a style that is generally effective, with basic awareness of the norms of the discipline. ● Draws some evidence from literary or informational texts to support analysis, reflection, and research. ● Includes some descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while demonstrating minimal coherence, clarity, and/or cohesion. The student: ● Provides minimal development of the claim, topic, and/or narrative elements, using minimal reasoning, details, text-based evidence, and/or description. ● Minimal development of the claim, topic and/or narrative elements that is minimally appropriate to the task, purpose, and audience. ● Demonstrates minimal coherence, clarity, and/or cohesion, making the writer's progression of ideas unclear. ● Employs a minimally effective style, and minimal awareness of the norms of the discipline. ● Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. ● Includes minimal descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing – Knowledge of Language and Conventions

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.	In **writing**, students demonstrate minimal command of the conventions of Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language

Grade 8 ELA Performance Level Descriptors

Reading

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do mostly accurate analyses of text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing general understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: ● With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With moderately complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. ● With readily accessible text, students demonstrate the ability to do partially accurate analyses of the text, showing partial understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing – Written Expression

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, while demonstrating effective coherence, clarity, and/or cohesion. The student: ● Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is appropriate to the task, purpose, and audience. ● Demonstrates coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. ● Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. ● Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: ● Provides development of the claim, topic, and/or narrative elements, using reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is mostly appropriate to the task, purpose, and audience. ● Demonstrates general coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. ● Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. ● Draws evidence from literary or informational texts to support analysis, reflection, and research. ● Includes mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while generally demonstrating basic coherence, clarity, and/or cohesion. The student: ● Provides some development of the claim, topic, and/or narrative elements, using basic reasoning, details, text-based evidence, and/or description. ● Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. ● Demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. ● Employs a style that is generally effective, with basic awareness of the norms of the discipline. ● Draws some evidence from literary or informational texts to support analysis, reflection, and research. ● Includes some descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	In **writing**, students address the prompts and provide minimal development of ideas, including when drawing evidence from multiple sources, while demonstrating minimal coherence, clarity, and/or cohesion. The student: ● Provides minimal development of the claim, topic, and/or narrative elements, using minimal reasoning, details, text-based evidence, and/or description. ● Minimal development of the claim, topic and/or narrative elements that is minimally appropriate to the task, purpose, and audience. ● Demonstrates minimal coherence, clarity, and/or cohesion, making the writer's progression of ideas unclear. ● Employs a minimally effective style, and minimal awareness of the norms of the discipline. ● Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. ● Includes minimal descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing – Knowledge of Language and Conventions

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.	In **writing**, students demonstrate minimal command of the conventions of Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Grade 3 Mathematics Performance Level Descriptors

	Grade 3 Math : Sub-Claim A The student solves problems involving Major Content for Grade 3 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Products and Quotients 3.OA.1 3.OA .2 3.OA .4 3.OA .6 3.OA.7-1 3.OA.7-2	**Understands** and interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. **Both factors are greater than 5 and less than or equal 10.** **Represents a multiplication or division situation as an equation.** Accurately multiplies and divides within 100, using strategies relating multiplication and division or properties of operations.	Interprets products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division. **One factor** is **greater than or equal** to 5. **Accurately** multiplies and divides within 100, using strategies relating multiplication and division or properties of operations.	**Interprets** products and quotients of whole numbers. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division, with both factors less than or equal to 5, or with one factor of 10. Multiplies and divides within 100, **using strategies relating multiplication and division or properties of operations.**	Determines products and quotients of whole numbers within 100. Determines the unknown whole number in a multiplication or division problem by relating multiplication and division, with both factors less than or equal to 5, or with one factor of 10.
Multiplication and Division 3.OA.3-1 3.OA.3-2 3.OA.3-3 3.OA.3-4	Uses multiplication and division within 100 to solve word problems involving equal groups, arrays, **area, and measurement quantities other than area. Both factors are > 5 and < or = to 10.** **Identifies multiple contexts given a numerical expression involving multiplication and division.**	**Uses multiplication and division within 100 to solve word problems** involving equal groups and arrays. **One factor** is **> or =** to 5.	Given a visual aid, uses multiplication and division within 100 to solve word problems involving equal groups **and arrays**, with both factors < or = to 5, or with one factor of 10.	Given a visual aid, uses multiplication and division within 100 to solve word problems involving equal groups. Both factors are < or = to 5, with both factors < or = to 5, or with one factor of 10.
Two-Step Problems 3.OA.8 3.Int.1 3.Int.2	Solves two-step **unscaffolded** word problems using the four operations, **including rounding where appropriate**, in which the unknown is in a variety of positions. **Both values** for each operation performed is substantial (towards the upper limits as defined by the standard assessed).	Solves two-step scaffolded word problems using the four operations **in which the unknown is in a variety of positions.** One of the values for each operation performed is substantial (towards the upper limits as defined by the standard assessed).	Solves two-step scaffolded word problems using the four operations and in which the sum, difference, product or quotient is always the unknown. **One of the values for each operation performed is substantial (towards the upper limits as defined by the standard assessed).**	Solves two-step scaffolded word problems using the four operations and in which the sum, difference, product or quotient is always the unknown.
Fraction Equivalence 3.NF.3a-1 3.NF.3a-2 3.NF.3b-1 3.NF-3c 3.NF-3d 3.NF.A.Int.1	Understands, recognizes and generates equivalent fractions with denominators of 2, 3, 4, 6 and 8. Expresses whole numbers as fractions and recognize fractions that are equivalent to whole numbers.	**Understands, recognizes and generates equivalent fractions using denominators of 2, 4, and 8.** Expresses whole numbers as fractions.	Given a visual model, **understands,** recognizes and **generates** equivalent fractions with denominators of 2, 4 and 8. Expresses **whole numbers** as fractions.	Given a visual model recognizes equivalent fractions with denominators of 2, 4 and 8. Expresses the number 1 as a fraction.

	Grade 3 Math : Sub-Claim A The student solves problems involving Major Content for Grade 3 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	Compares two fractions that have the same numerator or same denominator using symbols to justify conclusions. **Plots the location of equivalent fractions on a number line.** The student must recognize that two fractions must refer to the same whole in order to compare. **Given a whole number and two fractions in a real-world situation, plots all three numbers on a number line and determines which fraction is closest to the whole number. Justifies the comparison by plotting points on a number line.**	Compares two fractions that have the same numerator or same denominator using symbols **and justifies conclusions by using a visual model.** The student must recognize that two fractions must refer to the same whole in order to compare.	**Compares two fractions that have the same numerator or same denominator using symbols. The student must recognize that two fractions must refer to the same whole in order to compare.**	
Fractions as Numbers 3.NF.1 3.NF.2 3.NF.A.Int.1	Understands 1/*b* is equal to one whole partitioned into *b* equal parts–limiting the denominators to 2, **3**, 4, **6** and 8. Represents 1/*b* on a number line diagram by partitioning the number line between 0-1 into *b* equal parts recognizing that *b* is the total number of parts. Demonstrates understanding of the quantity *a*/*b* by marking off *a* parts of 1/*b* from 0 on the number line and **states that the endpoint locates the number *a*/*b*.** **Applies the concepts of 1/*b* and *a*/*b* in real-world situations.** **Describes the number line that best fits the context.**	Understands 1/*b* is equal to one whole partitioned into *b* equal parts–limiting the denominators to 2, 4 and **8**. Represents 1/*b* on a number line diagram by partitioning the number line between 0-1 into *b* equal parts recognizing that *b* is the total number of parts. **Demonstrates the understanding of the quantity *a*/*b* by marking off *a* parts of 1/*b* from 0 on the number line.**	Understands 1/*b* is equal to one whole partitioned into *b* equal parts–limiting the denominators to 2 and 4. **Represents 1/*b* on a number line diagram by partitioning the number line between 0-1 into *b* equal parts recognizing that *b* is the total number of parts.** **Represents fractions in the form *a*/*b* using a visual model.**	Understands 1/*b* is equal to one whole partitioned into *b* equal parts–limiting the denominators to 2 and 4. Identifies 1/*b* on a number line diagram when partitioned between 0 and 1 into *b* equal parts.
Time 3.MD.1-1 3.MD.1-2	Tells, writes and measures time to the nearest minute. Solves **two–step** word problems involving addition **and** subtraction of time intervals in minutes.	Tells, writes and measures time to the nearest minute. **Solves one-step word problems involving addition or subtraction of time intervals in minutes.**	Tells, writes and measures time to the nearest minute. **Solves one-step word problems involving addition or subtraction of time intervals in minutes, with scaffolding, such as a number line diagram.**	Tells, writes and measures time to the nearest minute.
Volumes and Masses	Using grams, kilograms or liters, measures, estimates and **solves**	**Using grams, kilograms or liters, measures and estimates**	Using grams, kilograms or liters, measures **and estimates** liquid	Using grams, kilograms or liters, measures liquid volumes and

	Grade 3 Math : Sub-Claim A The student solves problems involving Major Content for Grade 3 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
3.MD.2-1 3.MD.2-2 3.MD.2-3 3.Int.5	**multi-step word problems** involving liquid volumes and masses of objects using any of the four basic operations. **Number values should be towards the higher end of the acceptable values for each operation.** Uses estimated measurements **to compare answers** to one-step word problems. **Evaluates usefulness and accuracy of estimations.**	**liquid volumes and masses of objects using any of the four basic operations.** **Uses estimated measurements, when indicated, to answer one-step word problems.**	volumes and masses of objects **using concrete objects** (beakers, measuring cups, scales) **to develop estimates.**	masses of concrete objects (beakers, measuring cups, scales).
Geometric Measurement 3.MD.5 3.MD.6 3.MD.7b-1 3.MD.7d	Recognizes area as an attribute of plane figures. Understands area is measured using square units. **Describes a visual model to show understanding that** area that can be found by covering a plane figure without gaps or overlaps by unit squares and counting them. **Connects counting squares to multiplication when finding area.** Represents the area of a plane figure as "n" square units.	Recognizes area as an attribute of plane figures. With a visual model, understands area is measured using square units. Determines area by covering a plane figure without gaps or overlaps by unit squares and counting them. **Represents the area of a plane figure as "n" square units.**	Recognizes area as an attribute of plane figures. With a visual model, understands area is measured using square units. **Determines area by covering a plane figure without gaps or overlaps by unit squares and counting them.**	Recognizes area as an attribute of plane figures. With a visual model, understands area is measured using square units. Determines area by counting unit squares.

	Grade 3 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 3 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Multi-Digit Arithmetic 3.NBT.2 3.NBT.3	Accurately adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Multiplies one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value	**Accurately** adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Uses repeated addition to multiply one-digit whole numbers by multiples of 10 in the range 10-90 **using strategies based on place value and properties of operations.**	Adds and subtracts within 1000, using strategies and algorithms based on place value, properties of operations with scaffolding, and/or the relationship between addition and subtraction. **Uses repeated addition to multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.**	Adds and subtracts within 1000, using strategies and algorithms based on place value, properties of operations with scaffolding, and/or the relationship between addition and subtraction.

	Grade 3 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 3 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Scaled Graphs 3.MD.3-1 3.MD.3-3 3.Int.4	Completes a scaled picture graph and a scaled bar graph to represent a data set. Solves one-and two-step "how many more" and "how many less" problems, **requiring a substantial addition, subtraction or multiplication step,** using information presented in scaled bar graphs.	**Completes a scaled picture graph and a scaled bar graph to represent a data set**. Solves one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	**Completes a scaled picture graph and a scaled bar graph to represent a data set, with scaffolding, such as using a model as a guide.** Solves one-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	Identifies a correctly scaled picture graph and a correctly scaled bar graph to represent a data set. Solves one-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
Measurement Data 3.MD.4	Generates measurement data by measuring lengths to the nearest half and **fourth** inch. Shows the data by making a line plot, where the horizontal scale is marked in appropriate units of whole numbers, halves **or quarters**. **Uses the line plot to answer questions or solve problems.**	Generates measurement data by measuring lengths to the nearest half inch. Shows the data by making a line plot, where the horizontal scale is marked in appropriate units of whole numbers or halves.	**Generates measurement data by measuring lengths to the nearest half inch.** **Shows the data by making a line plot, where the horizontal scale is marked in appropriate units of whole numbers or halves, with scaffolding.**	Identifies correct measurement from figures with appropriate scale provided.
Understanding Shapes 3.G.1	Understands the properties of quadrilaterals and the subcategories of quadrilaterals. Recognizes **and sorts** examples of quadrilaterals that have shared attributes and **shows** that the shared attributes can define a larger category. Draws examples and **non-examples** of quadrilaterals with specific attributes.	**Understands the properties** of quadrilaterals and the subcategories of quadrilaterals. Recognizes examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category. **Draws examples of quadrilaterals with specific attributes.**	Identifies examples of quadrilaterals and the subcategories of quadrilaterals. **Recognizes examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category.**	Identifies examples of quadrilaterals and the subcategories of quadrilaterals.
Perimeter and Area 3.G.2 3.MD.8 3.Int.3	Solves real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and provides examples of rectangles with **the same perimeter and different areas** or with the same area and different perimeters**.** **A substantial addition, subtraction, or multiplication step with number values towards the higher end of the**	Solves mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, **finding an unknown side length**, and **provides examples of** rectangles with the same area and different perimeters.	Solves mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, **and identifying rectangles with the same area and different perimeters.**	Solves mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths.

	Grade 3 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 3 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	acceptable values for each operation Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole.			

	Grade 3 Math: Sub-Claim C In connection with content, the student expresses Grade 3 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Properties of Operations 3.C.1-1 3.C.1-2 3.C.1-3 3.C.2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • a logical/defensible approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • an efficient and logical progression of steps **with appropriate justification** • precision of calculation • correct use of grade-level vocabulary, symbols, labels • justification of a conclusion • **determination of whether an argument or conclusion is generalizable** • evaluating, interpreting and critiquing the validity of other's responses, reasonings, and approaches, utilizing mathematical connections (when appropriate). **Provides a counter-example where applicable.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • a logical/**defensible** approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • a logical progression of steps • precision of calculation • **correct** use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluating**, interpreting and critiquing** the validity of other's responses, r**easonings, and approaches, utilizing mathematical connections (when appropriate)**.	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical**, but incomplete, progression of steps • **minor** calculation errors • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • **evaluating the validity of other's responses, approaches and conclusions.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • an approach based on a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations

	Grade 3 Math: Sub-Claim C In connection with content, the student expresses Grade 3 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Concrete Referents and Diagrams 3.C.3-1 3.C.3-2 3.C.6-1 3.C.6-2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-organized and complete response based on operations using concrete referents such as diagrams--including number lines (whether provided in the prompt or constructed by the student) and connecting the diagrams to a written (symbolic) method, which may include: • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • an **efficient** and logical progression of steps **with appropriate justification** • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • **determination of whether an argument or conclusion is generalizable** • evaluating, interpreting, and critiquing the validity of other's responses, approaches, and reasoning**, and providing a counter-example where applicable**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-**organized and complete** response based on operations using concrete referents such as diagrams--including number lines (**whether provided in the prompt or constructed by the student**) and connecting the diagrams to a written (symbolic) method, which may include: • a logical approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • a logical progression of steps • **precision of calculation** • **correct** use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluating, **interpreting, and critiquing** the validity of other's responses, approaches, and **reasoning.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates **a response** based on operations using concrete referents such as diagrams – including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include: • **a logical approach based on a conjecture and/or stated assumptions** • a **logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations. • **evaluating** the validity of other's responses, **approaches and conclusions**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates **an** incomplete response based on operations using concrete referents such as diagrams – including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include: • a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • accepting the validity of other's responses
Distinguish Correct Explanation/ Reasoning from that which is Flawed 3.C.4-1 3.C.4-2 3.C.4-3 3.C.4-4 3.C.4-5 3.C.4-6 3.C.5-1 3.C.5-2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-organized and complete response by: • presenting and defending solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately • **evaluating** explanation/reasoning; if	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates **a well-organized** and complete response by: • presenting and **defending** solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response by**:** • presenting solutions to **multi-step** problems in the form of valid chains of reasoning**,** using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response by: • presenting solutions to scaffolded two-step problems in the form of valid chains of reasoning, sometimes using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed

	Grade 3 Math: Sub-Claim C In connection with content, the student expresses Grade 3 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
3.C.4-7	there is a flaw in the argument • presenting **and defending** corrected reasoning Response may include: • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • **an efficient** and logical progression of steps **with appropriate justification** • **precision of calculation**	that which is flawed • identifying and describing the flaw in reasoning or describing errors in solutions to multi-step problems • presenting corrected reasoning Response may include: • a logical approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • **a logical progression of steps** • **precision of calculation**	• identifying and **describing the flaw in reasoning or describing errors in solutions to multi-step problems** • **presenting corrected reasoning** Response may include: • **a logical approach based on a conjecture and/or stated assumptions** • **a logical**, but incomplete, progression of steps • **minor** calculation errors	• identifying an error in reasoning Response may include: • a conjecture based on faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error
	• correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • **evaluation of whether an argument or conclusion is generalizable** • evaluating, interpreting, and critiquing the validity of other's responses, approaches and reasoning, and **providing a counter-example where applicable.**	• **correct** use of grade-level vocabulary, symbols and labels • **justification of a conclusion** • evaluating**, interpreting and critiquing** the validity of other's responses, approaches and **reasoning**.	• **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • **evaluating** the validity of other's responses, **approaches and conclusions.**	• limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • accepting the validity of other's responses

	Grade 3 Math: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 3 by applying knowledge and skills articulated in the standards for Grade 3 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, looking for the making use of structure, and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Modeling 3.D.1 3.D.2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions or making assumptions and using approximations to simplify a real-world situation • **analyzing and/or creating constraints, relationships and goals**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions or **making assumptions and using** approximations to simplify a real-world situation • **mapping relationships** between important quantities by selecting	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by • using stated assumptions and approximations to simplify a real-world situation • **illustrating relationships between important quantities by using provided**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions and approximations to simplify a real-world situation • identifying important quantities by using provided tools to create models • analyzing relationships

	Grade 3 Math: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 3 by applying knowledge and skills articulated in the standards for Grade 3 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, looking for the making use of structure, and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	• mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • **justifying and defending models which lead to a conclusion** • interpreting mathematical results in the context of the situation • reflecting on whether the results make sense • improving the model if it has not served its purpose • writing a concise arithmetic expression or equation to describe a situation	appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • interpreting mathematical results in the context **of the situation** • reflecting on whether the results make sense • modifying **and/or improving** the model if it has not served its purpose • writing an arithmetic expression or equation to describe a situation	**tools to create models** • analyzing relationships mathematically **between important quantities** to draw conclusions • **interpreting mathematical results in a simplified context** • **reflecting on whether the results make sense** • **modifying the model if it has not served its purpose** • writing an arithmetic expression or equation to describe a situation	mathematically to draw conclusions • writing an arithmetic expression or equation to describe a situation

Grade 4 Mathematics Performance Level Descriptors

	Grade 4 Math : Sub-Claim A The student solves problems involving Major Content for Grade 4 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Fractions and Decimals 4.NF.1-2 4.NF.2-1 4.NF.A.Int.1 4.NF.5 4.NF.6 4.NF.7 4.NF.Int.1 4.NF.Int.2	Compares decimals to hundredths; uses decimal notations for fractions with denominators 10 or 100. Compares fractions, with like or unlike numerators and denominators, by creating equivalent fractions with common denominators, comparing to a benchmark fraction and **generating equivalent fractions.** Recognizes that decimals and fractions must refer to the same whole in order to compare. Shows results using symbols. **Demonstrates the use of conceptual understanding of fractional equivalence and ordering when solving** simple word problems requiring fraction comparison. **Converts a simple fraction to a denominator of 10 or 100 and writes as a decimal (e.g.,1/2 = 5/10 = .5, ¼ = 25/100 = 0.25, 1/20 = 5/100 = 0.05).** **Adds fractions with denominators of 10 and 100.**	Given a visual model and/or manipulatives, compares decimals to hundredths: **Expresses a fraction with denominator 10 as an equivalent fraction with denominator 100. Uses decimal notation for fractions with denominators 10 or 100.** Compares fractions, with like or unlike numerators and denominators, by **creating equivalent fractions with common denominators** and comparing to a benchmark fraction. Recognizes that decimals and fractions must refer to the same whole in order to compare. Shows results using symbols. **Solves simple word problems requiring fraction comparison**.	Given a visual model and/or manipulatives, compares decimals to hundredths; uses decimal notations for fractions (tenths and hundredths); compares fractions, with like **or unlike numerators and denominators by comparing to a benchmark fraction.** **Recognizes that decimals and fractions must refer to the same whole in order to compare.** **Shows results using symbols.** **Solves simple word problems requiring fraction comparison with scaffolding**.	Given a visual model and/or manipulatives, compares decimals to hundredths; uses decimal notations for fractions (tenths and hundredths); compares fractions with like denominators.
Building Fractions 4.NF.3a 4.NF.3b-1 4.NF.3c 4.NF.3d 4.NF.Int.1	**Understands** and solves mathematical and real-world problems involving the addition and subtraction of fractions and mixed numbers with like denominators by joining and separating parts referring to the same whole, and **justifying the solution by using a visual model.** Decomposes a fraction into a sum of fractions with the same denominator in more than one way and records the decomposition using an equation.	Using visual models and/or manipulatives, solves mathematical and **word problems** involving the addition and subtraction of fractions and **mixed numbers** with like denominators by joining and separating parts referring to the same whole. Decomposes a fraction into a sum of fractions with the same denominator in more than one way and records the decomposition using an equation.	Using visual models and/or manipulatives, solves mathematical problems involving the addition and subtraction of fractions with like denominators by joining and separating parts referring to the same whole. **Decomposes a fraction into a sum of fractions with the same denominator in more than one way and records the decomposition using an equation.**	Using visual models and/or manipulatives, solves mathematical problems involving the addition and subtraction of fractions with like denominators by joining and separating parts referring to the same whole.

	Grade 4 Math : Sub-Claim A The student solves problems involving Major Content for Grade 4 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Multiplying Fractions 4.NF.4a 4.NF.4b-1 4.NF.4b-2 4.NF.4c 4.NF.Int.1	**Describes a visual fraction model** and solves mathematical and real-world problems by recognizing that fraction *a*/*b* is a multiple of 1/*b* and uses that construct to multiply a fraction by a whole number.	Using visual models and/or manipulatives, solves mathematical and **real- world problems** by recognizing that fraction *a*/*b* is a multiple of 1/*b* and uses that construct to multiply a fraction by a whole number.	Using visual models and/or manipulatives, solves mathematical problems by recognizing that fraction *a*/*b* is a multiple of 1/*b* **and uses that construct to multiply a fraction by a whole number.**	Using visual models and/or manipulatives, solves mathematical problems by recognizing that fraction *a*/*b* is a multiple of 1/*b*.
Solving with Multiplication 4.OA.1-1 4.OA. 1-2 4.OA.2	Interprets multiplication equations as comparisons and represents statements of multiplicative comparisons as multiplicative equations. **Distinguishes multiplicative comparisons.** Uses multiplication or division to solve **multi-step** word problems involving multiplicative comparisons. Uses a symbol for the unknown number.	Interprets multiplication equations as comparisons or represents statements of multiplicative comparisons as multiplicative equations. Uses multiplication or division to solve **one- or two-step word problems** involving multiplicative comparisons.	Interprets multiplication equations as comparisons or represents statements of multiplicative comparisons as multiplicative equations. **Uses multiplication or division to solve scaffolded word problems involving multiplicative comparisons.**	Interprets multiplication equations as comparisons or represents statements of multiplicative comparisons as multiplicative equations.
Multi-step Problems 4.OA.3-1 4.OA.3-2 4.NBT.5-1 4.NBT.5-2 4.NBT.6-1 4.NBT.6-2 4.Int.2 4.Int.3 4.Int.4 4.Int.5	Solves multi-step word problems using the four operations with whole numbers: in multiplying a three- or four-digit by a one-digit number or two two-digit numbers. Finds whole number quotients and remainders with up to **four**-digit dividends and one-digit divisors and interprets remainders as appropriate. Chooses from a variety of strategies to solve these problems and **selects an appropriate context for the task.**	Solves two-step word and other problems using the four operations with whole numbers: in multiplying a three-digit by a one-digit number or two two-digit numbers Finds whole number quotients and remainders with up to three-digit dividends and one-digit divisors and **interprets remainders as appropriate**. **Chooses from a variety of strategies to solve these problems.**	Solves one- or two-step **word** problems using the four operations with whole numbers: in multiplying a three-digit by a one-digit number or two two-digit numbers. Finds whole number quotients and remainders with up to three-digit dividends and one-digit divisors. **Chooses from a variety of strategies to solve these problems. Can only solve two-step problems when scaffolding is provided for each step.**	Solves one-step mathematical problems using the four operations with whole numbers: in multiplying a three-digit by a one-digit number or two two-digit numbers. Finds whole number quotients and remainders with up to three-digit dividends and one-digit divisors.
Place Value 4.NBT.1 4.NBT.2 4.NBT.3 4.NBT.Int.1	In any **multi**-digit whole number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right. Reads, writes and compares multi-digit whole numbers using base-10 numerals, number names in expanded form and	In any **four-digit** whole number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right. Reads, writes and compares **four-digit** whole numbers using base-10 numerals, number names in expanded form and	In any three-digit whole number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right. **Reads, writes and compares three-digit whole numbers using base-10 numerals, number names in expanded**	In any three-digit whole number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right.

	Grade 4 Math : Sub-Claim A The student solves problems involving Major Content for Grade 4 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	inequality symbols (>, <, =), rounds to any place **and chooses appropriate context given a rounded number.** **Performs computations by applying conceptual understanding of place value, rather than by applying multi-digit algorithms.**	inequality symbols (>, <, =), and **rounds to any place.**	**form and inequality symbols (>, <, =), and rounds to any place with scaffolding.**	
Addition and Subtraction 4.NBT.4-1 4.NBT.4-2 4.Int.7 4.Int.8	Solves **multiple**-step word and other problems by adding or subtracting multi-digit whole numbers using the standard algorithm.	Solves **two**-step word problems and other problems by adding and subtracting multi-digit whole numbers using the standard algorithm.	Solves one-step word problems and other problems by adding and subtracting multi-digit whole numbers using the standard algorithm with accuracy.	Solves one-step word problems and other problems by adding and subtracting multi-digit whole numbers using the standard algorithm with limited accuracy.

	Grade 4 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 4 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Operations and Factors 4.OA.4-1 4.OA.4-2 4.OA.4-3 4.OA.4-4	Recognizes that a whole number is a multiple of each of its factors, and within the range of 1-100, finds **all** factor pairs and determines multiples of whole numbers. Determines whether a whole number in the range 1-100 is prime or composite.	Recognizes that a whole number is a multiple of each of its factors, and within the range of 1-100 finds factor pairs or determines multiples of whole numbers. Determines whether a whole number in the range 1-100 is prime or composite.	Recognizes that a whole number is a multiple of each of its factors, and within the range of 1-100 finds factor pairs or determines multiples of whole numbers. **Determines, with scaffolding, whether a whole number in the range 1-100 is prime or composite.**	Recognizes that a whole number is a multiple of each of its factors, and within the range of 1-100 identifies factor pairs or multiples of whole numbers.
Measurement and Conversion 4.MD.1 4.MD.2-1 4.MD.2-2 4.MD.3 4.Int.6	Solves measurement word problems involving whole numbers which include calculation of area and perimeter – including those in which **side lengths are missing** – using all four operations. Solves measurement word problems which include calculation of area and perimeter–including those in which **side lengths are missing**–using addition, subtraction, multiplication of simple fractions. Records measurement equiv-----	**Solves measurement word problems involving whole numbers which include calculation of area and perimeter – when information about side lengths is provided** – using all four operations. Solves measurement word problems **which include calculation of area and perimeter–when information about side lengths is provided**–using addition, subtraction, multiplication of simple fractions. Records measurement	Solves mathematical measurement problems involving whole numbers using all four operations**.** Solves mathematical measurement problems using addition, subtraction, **and multiplication** of simple fractions. **Records measurement equivalents in a two-column table.** **Uses knowledge of measurement units within one system to convert from larger units to smaller units.**	Solves mathematical measurement problems involving whole numbers using all four operations**.** Solves mathematical measurement problems using addition and subtraction of simple fractions.

	Grade 4 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 4 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	-alents in a two-column table. Uses knowledge of measurement units within one system to solve word problems, real-world problems, and mathematical problems involving converting from larger units to smaller units. Represents measurement quantities using diagrams such as number line diagrams **that require students to provide the appropriate measurement scale given the context.**	equivalents in a two-column table. Uses knowledge of measurement units within one system to **solve word problems, real-world problems and mathematical problems** involving converting from larger units to smaller units. **Represents measurement quantities using diagrams such as number line diagrams that feature a measurement scale**.		
Represent and Interpret Data 4.MD.4-1 4.MD.4-2	Makes a line plot to display a data set of measurements in fractions of a unit with like denominators limited to 2, 4 and 8, **(including mixed numbers)** and uses addition and subtraction of fractions to solve problems involving information in the line plots and **evaluates the solution in relation to the data.**	Makes a line plot to display a data set of measurements in fractions of a unit with like denominators of 2 or 4 and **uses addition and subtraction of fractions to solve problems involving information in the line plot.**	**Makes** a line plot to display a data set of measurements in fractions of a unit with like denominators of 2 or 4.	Identifies a correct line plot that displays a data set of measurements in fractions of a unit with like denominators of 2 or 4.
Geometric Measurement 4.MD.5 4.MD.6 4.MD.7	Recognizes how angles are formed and that angle measures are additive. Understands and applies concepts of angle measurement **recognizing that angles are measured in reference to a circle.** Uses a protractor to measure and sketch angles. Solves mathematical and real-world problems by composing and decomposing angles**.** Solves mathematical and real-world angle problems, **including problems that require the use of equations with a symbol for the unknown angle measure.**	Understands and applies concepts of angle measurement**.** Uses a protractor to measure and **sketch angles.** **Solves mathematical and real-world problems by composing and decomposing angles.**	Understands and **applies** concepts of angle measurement. **Uses a protractor to measure angles.**	Understands and identifies concepts of angle measurement.
Lines, Angles and Shapes 4.G 1	Draws and identifies points, lines, line segments, rays, angles (right, obtuse and acute),	**Draws** and identifies points, lines, line segments, rays, angles (right, obtuse and	Identifies points, lines, line segments, rays, angles (right, obtuse and acute),	Identifies points, lines, line segments, rays, angles (right, obtuse and acute),

	Grade 4 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 4 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
4.G.2 4.G.3	perpendicular lines, parallel lines, lines of symmetry and right triangles, and use **any of these** to classify **or describe** two-dimensional figures.	acute), perpendicular lines, parallel lines, lines of symmetry and right triangles, and use some of these to classify **two-dimensional figures.**	perpendicular lines, parallel lines, lines of symmetry and right triangles, and **use some of these to classify quadrilaterals and triangles.**	perpendicular lines, parallel lines, lines of symmetry and right triangles.
Generate and Analyze Patterns 4.OA.5	Generates a number or shape pattern that follows a given rule and identifies apparent features of the pattern that were not explicit in the rule itself **and describes the rule for generating the number or shape pattern.**	Generates a number or shape pattern that follows a given rule and **identifies explicit features of the pattern.**	**Generates** a number or shape pattern that follows a given rule.	Identifies a number or shape pattern that follows a given rule.

	Grade 4 Math: Sub-Claim C In connection with content, the student expresses Grade 4 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Properties of Operations 4.C.1-1 4.C.1-2 4.C.2 4.C.3	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete written response based on explanations/reasoning using the: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • a logical/defensible approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • an **efficient** and logical progression of steps **with appropriate justification** • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluation of whether an	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete written response based on explanations/reasoning using the: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • a logical/**defensible** approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • a logical progression of steps • **precision of calculation** • **correct** use of grade-level vocabulary, symbols and labels • justification of a conclusion • **evaluation of whether an argument or conclusion is generalizable** • evaluating**, interpreting and critiquing** the validity of other's responses,	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a written response based on explanations/reasoning using the: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • **evaluating the validity of other's responses, approaches and conclusions.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete written response based on explanations/reasoning using the: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division • identification of arithmetic patterns Response may include: • an approach based on a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations

	Grade 4 Math: Sub-Claim C In connection with content, the student expresses Grade 4 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	argument or conclusion is generalizable • evaluating, interpreting and critiquing the validity of other's responses, reasonings, and approaches, utilizing mathematical connections (when appropriate). **Provides a counter-example where applicable.**	**reasonings, and approaches, utilizing mathematical connections (when appropriate).**		
Concrete Referents and Diagrams 4.C.4-1 4.C.4-2 4.C.4-3 4.C.4-4 4.C.4-5 4.C.7-1 4.C.7-2 4.C.7-3 4.C.7-4	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-organized and complete response based on operations using concrete referents such as diagrams--including number lines (whether provided in the prompt or constructed by the student) and connecting the diagrams to a written (symbolic) method, which may include: • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • an **efficient** and logical progression of steps **with appropriate justification** • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluation of whether an argument or conclusion is generalizable • evaluating, interpreting, and critiquing the validity of other's responses, approaches, and reasoning, and **providing a counter-example where applicable.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-**organized** and complete response based on operations using concrete referents such as diagrams--including number lines (**whether provided in the prompt or constructed by the student**) and connecting the diagrams to a written (symbolic) method, which may include: • a logical approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • a logical progression of steps • **precision of calculation** • **correct** use of grade-level vocabulary, symbols and labels • **justification of a conclusion** • **evaluation of whether an argument or conclusion is generalizable** • evaluating, **interpreting, and critiquing** the validity of other's responses, approaches, and **reasoning.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates **a complete response** based on operations using concrete referents such as diagrams--including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include: • **a logical approach based on a conjecture and/or stated assumptions** • a **logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations. • **evaluating** the validity of other's responses, **approaches and conclusions**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates **an incomplete** response based on operations using concrete referents such as diagrams – including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include: • a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • accepting the validity of other's responses.
Distinguish	In connection with the content	In connection with the content	In connection with the content	In connection with the content

	Grade 4 Math: Sub-Claim C In connection with content, the student expresses Grade 4 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Correct Explanation/ Reasoning from that which is Flawed 4.C.5-1 4.C.5-2 4.C.5-3 4.C.5-4 4.C.5-5 4.C.5-6 4.C.6-1 4.C.6-2 4.C.6-3	knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-organized and complete response by: • presenting and defending solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately • **evaluating** explanation/reasoning; if there is a flaw in the argument • presenting **and defending** corrected reasoning Response may include: • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • **an efficient** and logical progression of steps **with appropriate justification** • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluation of whether an argument or conclusion is generalizable • evaluating, interpreting and critiquing the validity of other's responses, approaches and reasoning, and **providing a counter-example where applicable.**	knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates **a well-organized** and complete response by: • presenting and **defending** solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed • identifying and describing the flaw in reasoning or describing errors in solutions to multi-step problems • presenting corrected reasoning Response may include: • a logical approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • **a logical progression of steps** • **precision of calculation** • **correct** use of grade-level vocabulary, symbols and labels • **justification of a conclusion** • **evaluation of whether an argument or conclusion is generalizable** • evaluating**, interpreting and critiquing** the validity of other's responses, approaches and **reasoning**.	knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response by**:** • presenting solutions to **multi-step** problems in the form of valid chains of reasoning**,** using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed • identifying and **describing the flaw in reasoning or describing errors in solutions to multi-step problems** • **presenting corrected reasoning** Response may include: • **a logical approach based on a conjecture and/or stated assumptions** • **a logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • **evaluating** the validity of other's responses, **approaches and conclusions.**	knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response by: • presenting solutions to scaffolded two-step problems in the form of valid chains of reasoning, sometimes using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed • identifying an error in reasoning Response may include: • a conjecture based on faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • accepting the validity of other's responses.

	Grade 4 Math: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 4 by applying knowledge and skills articulated in the standards for Grade 4 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, looking for the making use of structure, and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Modeling 4.D.1 4.D.2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions or making assumptions and using approximations to simplify a real-world situation • **analyzing and/or creating constraints, relationships and goals** • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • **justifying and defending models which lead to a conclusion** • interpreting mathematical results in the context of the situation • reflecting on whether the results make sense • improving the model if it has not served its purpose • writing **a concise** arithmetic expression or equation to describe a situation	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions or **making assumptions** and using approximations to simplify a real-world situation • **mapping relationships between important quantities by selecting appropriate tools to create models** • analyzing relationships mathematically between important quantities to draw conclusions • interpreting mathematical results in the context **of the** situation • reflecting on whether the results make sense • modifying **and/or improving** the model if it has not served its purpose • writing an arithmetic expression or equation to describe a situation	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions and approximations to simplify a real-world situation • **illustrating relationships between important quantities by using provided tools to create models** • analyzing relationships mathematically **between important quantities** to draw conclusions • **interpreting mathematical results in a simplified context reflecting on whether the results make sense** • **modifying the model if it has not served its purpose** • writing an arithmetic expression or equation to describe a situation	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions and approximations to simplify a real-world situation • identifying important quantities • using provided tools to create models • analyzing relationships mathematically to draw conclusions • writing an arithmetic expression or equation to describe a situation

Grade 5 Mathematics Performance Level Descriptors

	Grade 5 Math : Sub-Claim A The student solves problems involving Major Content for Grade 5 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Addition and Subtraction Operations with Decimals 5.NBT.7-1 5.NBT.7-2	Adds or subtracts two decimals to hundredths using concrete models, drawings or strategies based on place value, properties of operations and/or the relationship between addition and subtraction. **Applies this concept to a real-world context**, and relates the strategy to a written method and explain the reasoning used.	**Adds or subtracts two decimals to hundredths using concrete models, drawings or strategies based on place value**, properties of operations and/or the relationship between addition and subtraction.	Adds or subtracts (without regrouping) two decimals to hundredths using concrete models, drawings or strategies based on place value and/or the relationship between addition and subtraction.	Adds or subtracts (without regrouping) two decimals to hundredths **(both decimals presented with the same number of decimal places)** using concrete models, drawings or strategies based on place value and/or the relationship between addition and subtraction.
Adding and Subtracting in Context with Fractions 5.NF.2-1 5.NF.2-2 5.NF.A.Int.1	**Describes a model to represent** word problems involving addition and subtraction of fractions and mixed numbers referring to the same whole in cases of unlike denominators by using visual fraction models or equations. **Assesses and justifies reasonableness using benchmark fractions and number sense of fractions**.	Solves word problems involving addition and subtraction of fractions and mixed numbers referring to the same whole **in cases of unlike denominators** by using visual fraction models or equations.	Solves word problems involving addition and subtraction of fractions **and mixed numbers** using only denominators of 2, 4, 5 or 10 **or benchmark fractions with unlike denominators, referring to the same whole by using visual fraction models or equations.**	Solves word problems involving addition and subtraction of fractions using only denominators of 2, 4, 5 or 10.
Fractions with Unlike Denominators 5.NF.1-1 5.NF.1-2 5.NF.1-3 5.NF.1-4 5.NF.1-5	Adds and subtracts **three or more** fractions and adds and subtracts two mixed numbers with unlike denominators in such a way as to produce an equivalent sum or difference with like denominators.	Adds and subtracts two fractions or mixed numbers with unlike denominators **in such a way as to produce an equivalent sum or difference with like denominators.**	Adds or subtracts two fractions or **mixed numbers** with unlike denominators using only fractions with denominators of 2, 4, 5 or 10 in such a way as to produce an equivalent sum or difference with like denominators.* *below grade level.	Adds or subtracts two fractions with unlike denominators using only fractions with denominators of 2, 4, 5 or 10 in such a way as to produce an equivalent sum or difference with like denominators.* *below grade level.
Multiplication and Division Operations with Decimals 5.NBT.7-3 5.NBT.7-4 5.NBT.Int.1	Multiplies tenths by tenths or tenths by hundredths and divides in problems involving tenths and/or hundredths using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. **Performs exact and approximate multiplications and divisions by mentally applying place value strategies when appropriate.**	Multiplies tenths by tenths **or tenths by hundredths** and divides in problems involving tenths **and/or hundredths** using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction. **Relates the strategy to a written method.**	Multiplies tenths by tenths **and divides** in problems involving tenths using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction.	Multiplies tenths by tenths in problems involving tenths using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction.

	Grade 5 Math : Sub-Claim A The student solves problems involving Major Content for Grade 5 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	Relates the strategy to a written method.			
Multiply with Whole Numbers 5.NBT.5 5.Int.1 5.Int.2	Solves two-step **unscaffolded** word problems involving multiplication and multiplies **four**-digit by **two-digit** whole numbers **using the standard algorithm.** **Performs exact and approximate multiplications and divisions by mentally applying place value strategies when appropriate.** Accurately multiplies multi-digit whole numbers using the standard algorithm **and assesses reasonableness of the product.**	Solves two-step scaffolded word problems involving multiplication **of a three-digit by a one-digit whole number.** **Accurately** multiplies multi-digit whole numbers using the standard algorithm.	Solves one-step word problems involving multiplication **of a three-digit by a one-digit whole number**. **Multiplies multi-digit whole numbers using the standard algorithm with limited accuracy.**	Solves one-step word problems involving multiplication.
Quotients and Dividends 5.NBT.6	Divides whole numbers up to four-digit dividends and **two-digit** divisors using strategies based on place value, the properties of operations and/or the relationship between multiplication and division. **Illustrates and explains the calculations by using equations, rectangular arrays, and area models.** **Checks reasonableness of answers by using multiplication or estimation.**	Divides whole numbers up to **four-digit** dividends and one-digit divisors which are multiples of ten using strategies based on place value, the properties of operations and/or the relationship between multiplication and division.	**Divides** whole numbers up to three-digit dividends and one-digit divisors which are multiples of ten **using strategies based on place value, the properties of operations and/or the relationship between multiplication and division.**	Correctly identifies the quotient of whole numbers up to three-digit dividends and one-digit divisors which are multiples of ten.
Multiplying and Dividing with Fractions 5.NF.4a-1 5.NF.4a-2 5.NF.4b-1 5.NF.6-1 5.NF.6-2 5.NF.7a 5.NF.7b 5.NF.7c	**Describes a model to represent and/**or solve real-world problem**s,** by multiplying a mixed number by a fraction, a fraction by a fraction and a whole number by a fraction; dividing a fraction by a whole number and a whole number by a fraction using visual fraction models and creating context for the mathematics **and equations**, including rectangular areas; and interpreting the product and/or quotient.	Multiplies a fraction or a whole number by a fraction and divides a fraction by a whole number – or whole number by a fraction – using visual fraction models and **creating context for the mathematics, including rectangular areas.**	Multiplies a fraction or a whole number by a fraction **and divide a fraction by a whole number or whole number by a fraction** using visual fraction models.	Multiplies a fraction or a whole number by a fraction using visual fraction models.

	Grade 5 Math : Sub-Claim A The student solves problems involving Major Content for Grade 5 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Interpreting Fractions 5.NF.3-1 5.NF.3-2	Solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. Interprets the fraction as division of the numerator by the denominator. **Identifies a simple model representing the** situation**.** **Describes a model to represent the situation.**	Solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. **Interprets the fraction as division of the numerator by the denominator.**	Solves word problems involving division of whole numbers leading to answers in the form of fractions **or mixed numbers** by using manipulatives or visual models to identify between which two whole numbers the answer lies.	Solves word problems involving division of whole numbers leading to answers in the form of fractions by using manipulatives or visual models to identify between which two whole numbers the answer lies.
Recognizing Volume 5.MD.3 5.MD.4	Recognizes volume as an attribute of solid figures and understands volume is measured using cubic units and can be found by packing a solid figure with unit cubes and counting them. **Represents the volume of a solid figure as "n" cubic units. Writes an equation that illustrates the unit cube pattern.**	Recognizes volume as an attribute of solid figures and understands volume is measured using cubic units and can be found by packing a solid figure with unit cubes and counting them.	Recognizes volume as an attribute of solid figures **and with a visual model understands that volume is measured using cubic units and can be found by packing a solid figure with unit cubes and counting them.**	Recognizes volume as an attribute of solid figures.
Finding Volume 5.MD.5b 5.MD.5c	Solves real-world and mathematical problems by applying the formulas for volume, relating volume to the operations of multiplication and addition, and recognizing volume is additive by finding the volume of solid figures of two **or more** non-overlapping parts.	Given a visual model, solves real-world and mathematical problems by applying the formulas for volume, **relating volume to the operations of multiplication and addition, and recognizing volume is additive by finding the volume of solid figures of two non-overlapping parts.**	Given a visual model **and the formulas for finding volume**, **solves real-world and mathematical problems by applying the formulas for volume (*V* = *l* x *w* x *h* and *V* = *B* x *h*).**	Given a visual model, solves volume problems by counting unit cubes.
Read, Write and Compare Decimals 5.NBT.3a 5.NBT.3b 5.NBT.4	Reads, writes and compares decimals **to any place** using numerals, number names, expanded form and symbols (>, <, =); rounds to any place and **chooses appropriate context given a rounded number.**	Reads, writes and compares decimals to the **hundredths** using numerals, number names, expanded form and symbols (>, <, =), and **rounds to any place.**	**Reads, writes and compares** decimals to the hundredths using numerals, number names, expanded form and symbols (>, <, =), **and rounds to any place with scaffolding**.	Identifies the correct comparison of decimals to the hundredths using numerals, number names, expanded form and symbols (>, <, =).
Place Value 5.NBT.1 5.NBT.2-2 5.NBT.A.Int.1	In any multi-digit number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left and uses whole number exponents to denote powers of 10 and **uses symbols to**	In any multi-digit number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right or 1/10 of what it represents in the place to its left and **uses whole number exponents to denote powers of 10.**	In any multi-digit number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right or **1/10 of what it represents in the place to its left** by using manipulatives or visual models.	In any multi-digit number, recognizes a digit in one place represents 10 times as much as it represents in the place to its right by using manipulatives or visual models.

	Grade 5 Math : Sub-Claim A The student solves problems involving Major Content for Grade 5 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	compare two powers of 10 expressed exponentially (compare 10^2 to 10^5).			
Multiplication Scaling 5.NF.5a	Interprets multiplication scaling by comparing the size of the product to the size of one factor on the basis of the size of the second factor without performing the indicated multiplication, **focusing on one factor being a fraction greater than or less than one.**	Interprets multiplication scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor without performing the indicated multiplication **where one factor is a fraction less than one.**	**Interprets** multiplication scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor by performing the indicated multiplication where one factor is a fraction less than one using manipulatives or visual models.	Identifies multiplication scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor by performing the indicated multiplication where one factor is a fraction less than one using manipulatives or visual models.
Write and Interpret Numerical Expressions 5.OA.1 5.OA.2-1 5.OA.2-2	Uses parentheses, brackets, or braces **with no greater depth than two,** to write and **evaluate** numerical expressions. **Interprets numerical expressions without evaluating them.**	Uses parentheses, brackets, or braces to **write numerical expressions.** Interprets simple numerical expressions without evaluating them.	Uses parentheses, **brackets, or braces** to write simple numerical expressions.	Uses parentheses to write simple numerical expressions.

	Grade 5 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 5 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Graphing on the Coordinate Plane 5.G.1 5.G.2 5.OA.3	Represents real-world and mathematical problems by locating and graphing points in the first quadrant of a coordinate plane and interprets coordinate values of points in the context of the situation**.**	Represents real-world and mathematical problems by locating **and** graphing points in the first quadrant of a coordinate plane.	Represents real-world and mathematical problems by locating **or graphing** points in the first quadrant of a coordinate plane.	Represents real-world mathematical problems by locating points in the first quadrant of a coordinate plane.
Two-Dimensional Figures 5.G.3 5.G.4	Classifies two-dimensional figures in a hierarchy based on properties. Understands that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. **Uses appropriate tools to determine similarities and differences between categories and subcategories.**	Classifies two-dimensional figures in a **hierarchy** based on properties. Understands that shared attributes categorize two-dimensional figures.	**Classifies** two-dimensional figures based on properties. **Understands that shared attributes categorize two-dimensional figures.**	Identifies two-dimensional figures based on properties.
Conversions 5.MD.1-1 5.MD.1-2	Converts among different-sized standard measurement units within a given measurement system and uses these conversions to solve real-world, **multi-step** problems.	Converts among different-sized standard measurement units within a given measurement system **and uses these conversions to solve real-world**, single-step problems.	**Converts** among different-sized standard measurement units within a given measurement system **and solves single-step problems by using manipulatives or visual models.**	Identifies the correct conversion among different-sized standard units within a given measurement system.

	Grade 5 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 5 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	Chooses the appropriate measurement unit based on the given context.			
Data Displays 5.MD.2-2	Uses operations on fractions with denominators of 2, 4, and 8 to solve problems involving information in line plots and **interprets the solution in relation to the data.**	Uses operations on fractions with denominators of 2 and 4 to solve problems involving information in line plots.	Uses operations on fractions with like denominators of 2 **and 4** to solve problems involving information in line plots.	Uses operations on fractions with like denominators of 2 to solve problems involving information in line plots.

	Grade 5 Math: Sub-Claim C In connection with content, the student expresses Grade 5 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Properties of Operations 5.C.1-1 5.C.1-2 5.C.1-3 5.C.2-1 5.C.2-2 5.C.2-3 5.C.2-4	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a well-organized and complete written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division Response may include: • a logical/defensible approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • an **efficient** and logical progression of steps with appropriate justification • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluation of whether an argument or conclusion is generalizable • evaluating, interpreting and critiquing the validity of other's responses, reasonings, and approaches, utilizing mathematical	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **well-organized** and complete written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division Response may include: • a logical/**defensible** approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • a logical progression of steps • **precision of calculation** • **correct** use of grade-level vocabulary, symbols and labels • **justification of a conclusion** • **evaluation of whether an argument or conclusion is generalizable** • evaluating, **interpreting and critiquing** the validity of other's responses, **reasonings, and approaches, utilizing mathematical connections (when appropriate).**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a complete written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division Response may include: • a **logical** approach based on a conjecture and/or stated assumptions • a logical, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • **evaluating the validity of other's responses, approaches and conclusions.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an **incomplete** written response based on explanations/reasoning using: • properties of operations • relationship between addition and subtraction • relationship between multiplication and division Response may include: • an approach based on a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations

	Grade 5 Math: Sub-Claim C In connection with content, the student expresses Grade 5 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	connections (when appropriate). **Provides a counter-example where applicable.**			
Place Value 5.C.3	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-organized and complete response based on place value system including: • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • an efficient and logical progression of steps with appropriate justification • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluation of whether an argument or conclusion is generalizable • evaluating, interpreting and critiquing the validity of other's responses, approaches and reasoning, and **providing a counter-example where applicable.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates a **well-organized** and complete response based on place value system including: • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • a logical progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols and labels • **justification of a conclusion** • **evaluation of whether an argument or conclusion is generalizable** • evaluating**,** interpreting and critiquing the validity of other's responses, approaches and reasoning.	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete response** based on place value system including: • a logical approach based on a conjecture and/or stated assumptions • a logical, but incomplete, progression of steps • minor calculation errors • some use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • **evaluating the validity of other's responses, approaches and conclusions.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on place value system which may include: • an approach based on a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations
Concrete Referents and Diagrams 5.C.4-1 5.C.4-2 5.C.4-3 5.C.4-4 5.C.5-1 5.C.5-2 5.C.5-3 5.C.6	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-organized and complete response based on operations using concrete referents such as diagrams--including number lines (whether provided in the prompt or constructed by the student) and connecting the diagrams to a written (symbolic) method, which may include: • a logical approach based on a conjecture and/or stated assumptions, utilizing	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates a **well-organized a**nd complete response based on operations using concrete referents such as diagrams--including number lines (**whether provided in the prompt or constructed by the student**) and connecting the diagrams to a written (symbolic) method, which may include: • a logical approach based on a conjecture and/or stated assumptions, **utilizing**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates **a complete response** based on operations using concrete referents such as diagrams--including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include: • **a logical approach based on a conjecture and/or stated assumptions** • a **logical**, but incomplete, progression of steps	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on operations using concrete referents such as diagrams – including number lines (provided in the prompt) – connecting the diagrams to a written (symbolic) method, which may include: • a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error

	Grade 5 Math: Sub-Claim C In connection with content, the student expresses Grade 5 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	mathematical connections (when appropriate) • an **efficient** and logical progression of steps **with appropriate justification** • precision of calculation • correct use of grade-level vocabulary, symbols and labels • justification of a conclusion • evaluation of whether an argument or conclusion is generalizable • evaluating, interpreting, and critiquing the validity of other's responses, approaches, and reasoning, and **providing a counterexample where applicable**	**mathematical connections (when appropriate)** • a logical progression of steps • **precision of calculation** • **correct** use of grade-level vocabulary, symbols and labels • **justification of a conclusion** • **evaluation of whether an argument or conclusion is generalizable** • evaluating, **interpreting, and critiquing** the validity of other's responses, approaches, and **reasoning.**	• **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations. • **evaluating** the validity of other's responses, **approaches and conclusions.**	• limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • accepting the validity of other's responses
Distinguish Correct Explanation/ Reasoning from that which is Flawed 5.C.7-1 5.C.7-2 5.C.7-3 5.C.7-4 5.C.8-2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a well-organized and complete response by: • analyzing and defending solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately • **evaluating** explanation/ reasoning if there is a flaw in the argument • presenting **and defending** corrected reasoning Response may include: • a logical approach based on a conjecture and/or stated assumptions, utilizing mathematical connections (when appropriate) • **an efficient** and logical progression of steps **with appropriate justification** • precision of calculation • correct use of grade-level vocabulary, symbols and labels	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates **a well-organized** and complete response by: • analyzing and **defending** solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed • identifying and describing the flaw in reasoning or describing errors in solutions to multi-step problems • presenting corrected reasoning Response may include: • a logical approach based on a conjecture and/or stated assumptions, **utilizing mathematical connections (when appropriate)** • **a logical progression of steps** • **precision of calculation** • **correct** use of grade-level	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response by**:** • analyzing solutions to **multi-step** problems in the form of valid chains of reasoning**,** using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed • identifying and **describing the flaw in reasoning or describing errors in solutions to multi-step problems** • **presenting corrected reasoning** Response may include: • **a logical approach based on a conjecture and/or stated assumptions** • **a logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response by: • analyzing solutions to scaffolded two-step problems in the form of valid chains of reasoning, sometimes using symbols such as equal signs appropriately • distinguishing correct explanation/reasoning from that which is flawed • identifying an error in reasoning Response may include: • a conjecture based on faulty assumptions • an incomplete or illogical progression of steps • an intrusive calculation error • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion based on own calculations • accepting the validity of other's responses

	Grade 5 Math: Sub-Claim C In connection with content, the student expresses Grade 5 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	• justification of a conclusion • evaluation of whether an argument or conclusion is generalizable • evaluating, interpreting and critiquing the validity of other's responses, approaches and reasoning, and **providing a counter-example where applicable**	vocabulary, symbols and labels • **justification of a conclusion** • **evaluation of whether an argument or conclusion is generalizable** • evaluating**, interpreting and critiquing** the validity of other's responses, approaches and **reasoning**	• partial justification of a conclusion based on own calculations • **evaluating** the validity of other's responses, **approaches and conclusions.**	

	Grade 5 Math: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 5 by applying knowledge and skills articulated in the standards for Grade 5 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for the making use of structure and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Modeling 5.D.1 5.D.2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions or making assumptions and using approximations to simplify a real-world situation • analyzing and/or creating constraints, relationships and goals • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • justifying and defending models which lead to a conclusion • interpreting mathematical results in the context of the situation • reflecting on whether the results make sense	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions or **making assumptions** and using approximations to simplify a real-world situation • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • interpreting mathematical results in the context of the situation • reflecting on whether the results make sense • modifying and/or improving the model if it has not served its purpose • writing an arithmetic expression or equation to describe a situation	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions and approximations to simplify a real-world situation • illustrating relationships between important quantities by using provided tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • interpreting mathematical results in a simplified context • reflecting on whether the results make sense • modifying the model if it has not served its purpose • writing an arithmetic expression or equation to describe a situation	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan and applies mathematics to solve multi-step, real-world contextual word problems by: • using stated assumptions and approximations to simplify a real-world situation • identifying important quantities • using provided tools to create models • analyzing relationships mathematically to draw conclusions • writing an arithmetic expression or equation to describe a situation

	Grade 5 Math: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 5 by applying knowledge and skills articulated in the standards for Grade 5 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for the making use of structure and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	• improving the model if it has not served its purpose • writing **a concise** arithmetic expression or equation to describe a situation			

Grade 6 Mathematics Performance Level Descriptors

	Grade 6 Math : Sub-Claim A The student solves problems involving Major Content for Grade 6 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Multiplying and Dividing with Fractions 6.NS.1-2	Solves word problems involving **division of fractions by fractions.**	Divides fractions **with unlike denominators** and solves word problems with prompting embedded within the problem.	Divides fractions with common denominators **and solves word problems with prompting embedded within the problem.**	Divides fractions with common denominators.
Ratios 6.RP.1 6.RP.2 6.RP.3a 6.RP.3b 6.RP.3c-1 6.RP.3c-2 6.RP.3d	Uses ratio and rate reasoning to solve real-world and mathematical problems, including ratio, unit rate, percent and unit conversion problems. Uses **and connects a variety of representations** and strategies to solve these problems. Finds missing values in tables and plots values on the coordinate plane.	Uses ratio and rate reasoning to solve **real-world** and mathematical problems, including ratio, unit rate, percent and unit conversion problems using a limited variety of representations and strategies. Finds missing values in tables and locates **and** plots values on the coordinate plane.	**Uses ratio and rate reasoning** to solve mathematical problems, including ratio, unit rate, percent and unit conversion problems using a limited variety of representations and strategies. **Finds missing values in tables and locates or plots values on the coordinate plane.**	Solves problems including ratio, unit rate, percent and unit conversion problems using a limited variety of representations and strategies.
Rational Numbers 6.NS.5 6.NS.6a 6.NS.6b-1 6.NS.6b-2 6.NS.6c-1 6.NS.6c-2 6.NS.7a 6.NS.7b 6.NS.7c-1 6.NS.7c-2 6.NS.7d 6.NS.8	Understands that positive and negative numbers describe mathematical or real-world quantities which have opposite values or directions and can be represented on a number line and compared with or without the use of a number line. Understands **and interprets** the absolute value of a rational number. Plots ordered pairs on a coordinate plane to solve real-world and mathematical problems. Understands **(or recognizes) that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.** **Distinguishes comparisons of absolute value from statements about order.**	Understands that positive and negative numbers describe mathematical or real-world quantities which have opposite values or directions and can be represented on a number line **and compared with or without the use of a number line.** **Understands** the absolute value of a rational number. Plots ordered pairs on a coordinate plane to solve **real-world and** mathematical problems.	Understands that positive and negative numbers describe mathematical or real-world quantities which have opposite values or directions and can be represented on a number line. Determines the absolute value of a rational number. **Locates or plots ordered pairs on a coordinate plane to solve mathematical problems.**	Understands that positive and negative numbers describe mathematical or real-world quantities which have opposite values or directions and can be represented on a number line. Determines the absolute value of a rational number.
Expressions and	**Writes,** reads and evaluates numerical and algebraic	Reads and **evaluates** numerical and algebraic expressions,	**Reads numerical and algebraic expressions including those**	

	Grade 6 Math : Sub-Claim A The student solves problems involving Major Content for Grade 6 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Inequalities 6.EE.1-1 6.EE.1-2 6.EE.2a 6.EE.2b 6.EE.2c-1 6.EE.2c-2 6.EE.4	expressions, including those that contain whole number exponents. Identifies parts of algebraic and numerical expressions using mathematical terms **and views one or more parts of an expression as a single entity**. Identifies equivalent expressions using properties of operations.	including those that contain whole number exponents. **Writes numerical expressions and some algebraic expressions, including those that contain whole number exponents.** Identifies parts of algebraic and numerical expressions using mathematical terms. **Identifies equivalent expressions using properties of operations.**	**that contain whole number exponents**. Identifies parts of algebraic **and** numerical expressions using mathematical terms.	Identifies parts of an algebraic or numerical expression using mathematical terms.
Equations and Inequalities 6.EE.5-1 6.EE.5-2 6.EE.6 6.EE.7 6.EE.8 6.EE.9	Uses variables to represent numbers and writes expressions and single-step equations to solve real-world and mathematical problems **and understand their solutions.** **Expresses a relationship between dependent and independent variables** and relates tables and graphs to equations. Writes and graphs inequalities to represent a constraint or condition in a real-world or mathematical problem. **Understands that there are an infinite number of solutions for an inequality.**	Uses variables to represent numbers and writes expressions and single-step equations to solve **real-world** or mathematical problems. Relates tables and graphs to the equations. **Writes** and graphs inequalities to represent a constraint or condition in a **real-world** or mathematical problem.	Uses variables to represent numbers and writes expressions without exponents, and single-step equations to solve mathematical problems. **Relates tables and graphs to the equations.** **Graphs inequalities to represent a constraint or condition in a mathematical problem.**	Uses variables to represent numbers and writes expressions without exponents, and single-step equations to solve mathematical problems

	Grade 6 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 6 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Factors and Multiples 6.NS.4-1 6.NS.4-2	Finds greatest common factors and least common multiples. Uses the distributive property to **express** a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Finds greatest common factors and least common multiples. **Uses the distributive property to rewrite a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.**	Identifies greatest common factors **and** least common multiples.	Identifies greatest common factors or least common multiples.

	Grade 6 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 6 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Geometry 6.G.1 6.G.2-1 6.G.2-2 6.G.3 6.G.4	Solves real-world and mathematical problems involving area of polygons by composing into rectangles or decomposing into triangles and other shapes. Determines measurements of polygons in the coordinate plane. Determines and uses nets of three-dimensional figures to find surface area. Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas. **Uses volume formulas to find unknown measurements.** **Understands the concepts of area and volume to solve unscaffolded problems.**	Solves **real-world** and mathematical problems involving area of polygons by either composing into rectangles or decomposing into triangles and other shapes. Determines measurements of polygons in the coordinate plane. **Determines** and uses nets of three-dimensional figures to find surface area. Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.	Solves mathematical problems involving area of polygons by either composing into rectangles **or decomposing into triangles and other shapes.** **Determines measurements of polygons in the coordinate plane.** **Uses nets of three-dimensional figures to find surface area.** **Determines volume of right rectangular prisms with fractional edge lengths by packing them with unit cubes and using formulas.**	Solves mathematical problems involving area of polygons by composing into rectangles.
Statistics and Probability 6.SP.1 6.SP.2 6.SP.3 6.SP.4 6.SP.5	Recognizes a statistical question and understands that a set of collected data has a distribution which can be described by its center, spread and overall shape. Understands the purpose of center and variability and that it can be summarized with a single number. **Displays** numerical data in plots on a number line, including dot plots, histograms and box plots, and **determines which display is the most appropriate.** **Summarizes numerical data sets in relation to their context, such as by reporting the number of observations, describing the nature of the attributes under investigation and using measures of center**	Recognizes a statistical question and understands that a set of collected data has a distribution which can be described by its center, spread and overall shape. Understands the purpose of center and that it can be summarized with a single number.	**Recognizes a statistical question** and understands that a set of collected data has a distribution which can be described by its center, spread and overall shape. Understands **the purpose of center** and that it can be summarized with a single number.	Understands that a set of collected data has a distribution which can be described by its center, spread and overall shape. Understands that the center of a set of data can be summarized with a single number.

	Grade 6 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 6 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	and variability. **Determines which measures of center and variability are the most appropriate for a set of data.**			
Operations with Multi-Digit Numbers 6.NS.2 6.NS.3-1 6.NS.3-2 6.NS.3-3 6.NS.3-4 6.Int.1	Solves **two**-step word problems and other problems by dividing multi-digit numbers and adding, subtracting, multiplying and dividing multi-digit decimals **and assesses reasonableness of the result using different methods.**	Solves one-step **word** problems and other problems with some level of accuracy by dividing multi-digit numbers and adding, subtracting, multiplying and dividing multi-digit decimals.	Solves one-step problems by dividing multi-digit numbers and adding, subtracting, multiplying and dividing multi-digit decimals.	Solves one-step problems with **limited accuracy** by dividing multi-digit numbers and adding, subtracting, multiplying and dividing multi-digit decimals.

	Grade 6: Sub-Claim C In connection with content, the student expresses Grade 6 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**evel 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Properties of Operations 6.C.1.1 6.C.2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on the properties of operations and the relationship between addition and subtraction or between multiplication and division, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols and labels • complete justification of a conclusion • **generalization of an argument or conclusion** • evaluating, interpreting, and critiquing the validity and **efficiency** of other's responses, approaches and reasoning, and **providing**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates a complete response based on the properties of operations and the relationship between addition and subtraction or between multiplication and division, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols and labels • **complete** justification of a conclusion • evaluating, **interpreting and critiquing** the validity of other's responses, approaches and reasoning.	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response based on the properties of operations and the relationship between addition and subtraction or between multiplication and division, including: • **a logical** approach based on a conjecture and/or stated assumptions • **a logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion • **evaluating the validity of other's approaches and conclusions.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on the properties of operations and the relationship between addition and subtraction or between multiplication and division, which may include: • a faulty approach based on a conjecture and/or stated assumptions • an incomplete or illogical progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion

	Grade 6: Sub-Claim C In connection with content, the student expresses Grade 6 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	counter-examples where applicable.			
Concrete Referents and Diagrams 6.C.3 6.C.4 6.C.5	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as: diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols, labels • complete justification of a conclusion • **generalization of an argument or conclusion** • evaluating, interpreting and critiquing the validity and efficiency of other's responses, approaches and reasoning, and **provides a counter-example where applicable.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as: diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols and labels • **complete justification of a conclusion** • **evaluating**, interpreting and critiquing **the validity of other's** responses, **approaches and** reasoning	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response based on concrete referents provided in the prompt or **in simple cases, constructed by the student** such as: diagrams **that are connected to a written (symbolic) method**, number line diagrams or coordinate plane diagrams, including: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical**, but incomplete, progression of steps • **minor** calculation errors • **some use** of grade-level vocabulary, symbols and labels • partial justification of a conclusion • **evaluating the validity of other's approaches and conclusions.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on concrete referents provided in the prompt such as: diagrams, number line diagrams or coordinate plane diagrams, which may include: • a faulty approach based on a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion
Distinguish Correct Explanation/ Reasoning from that which is Flawed 6.C.6 6.C.7 6.C.8.1 6.C.8.2 6.C.9	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response to a given equation, multi-step problem, proposition or conjecture, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols and labels	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response to a given equation, multi-step problem, proposition or conjecture, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols and labels	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response to a given equation, multi-step problem, proposition or conjecture, including: • a **logical** approach based on a conjecture and/or stated assumptions • **a logical, but incomplete, progression of steps** • minor calculation errors • **some** use of grade-level vocabulary, symbols and labels	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response to a given equation, multi-step problem, proposition or conjecture, including: • an approach based on a conjecture and/or stated or faulty assumptions • an incomplete or illogical progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols and labels

	Grade 6: Sub-Claim C In connection with content, the student expresses Grade 6 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	• complete justification of a conclusion • **generalization of an argument or conclusion** • evaluating, interpreting and critiquing the validity and efficiency of other's responses, approaches and reasoning, and **providing a counter-example where applicable.** • identifying and describing errors in solutions and presents correct solutions. • **distinguishing correct explanation/reasoning from that which is flawed. If there is a flaw, presents correct reasoning.**	• **complete** justification of a conclusion • evaluating**, interpreting and critiquing** the validity of other's responses, approaches and **reasoning.** • identifying and describing error in solutions and **presents correct solutions.**	• partial justification of a conclusion • **evaluating the validity of other's approaches and conclusion.** • **identifying and describing errors in solutions.**	• partial justification of a conclusion

	Grade 6: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 6 by applying knowledge and skills articulated in the standards for Grade 6 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, making use of structure and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Modeling 6.D.1 6.D.2 6.D.3	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **d**evises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and making assumptions and approximations to simplify a real-world situation • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • writing a complete, clear and correct algebraic expression	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and **making assumptions** and **approximations** to simplify a real-world situation • **mapping relationships** between important quantities by **selecting appropriate** tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • writing **a complete, clear, and correct** algebraic expression	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and approximations to simplify a real-world situation • **illustrating relationships** between important quantities by using provided tools to create models • analyzing relationships mathematically **between important quantities** to draw conclusions • writing an incomplete algebraic expression or equation to describe a situation	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and approximations to simplify a real-world situation • identifying important quantities by using provided tools to create models • analyzing relationships mathematically to draw conclusions • writing an incomplete algebraic expression or equation to describe a situation

	Grade 6: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 6 by applying knowledge and skills articulated in the standards for Grade 6 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, making use of structure and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	or equation to describe a situation • applying proportional reasoning • writing/using functions to describe how one quantity of interest depends on another • using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • reflecting on whether the results make sense • improving the model if it has not served its purpose • interpreting mathematical results in the context of the situation • **analyzing and/or creating limitations, relationships and interpreting goals within the model** • **analyzing, justifying and defending models which lead to a conclusion**	or equation to describe a situation • applying proportional reasoning • writing/using functions to describe how one quantity of interest depends on another • using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • reflecting on whether the results make sense • **improving** the model if it has not served its purpose • interpreting mathematical results in **the context of the situation**	• applying proportional reasoning • **writing/**using functions to describe how one quantity of interest depends on another • using **reasonable** estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • **reflecting on whether the results make sense** • **modifying the model if it has not served its purpose** • **interpreting mathematical results in a simplified context**	• applying proportional reasoning • using functions to describe how one quantity of interest depends on another • using unreasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity

Grade 7 Mathematics Performance Level Descriptors

	Grade 7 Math : Sub-Claim A The student solves problems involving Major Content for Grade 7 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Proportional Relationships 7.RP.1 7.RP.2a 7.RP.2b 7.RP.2c 7.RP.2d 7.RP.3-1 7.RP.3-2	**Analyzes** and uses proportional relationships to solve real-world and mathematical problems, including **multi-step** ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. Interprets a point (*x, y*) on the graph of a proportional relationship in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate. Represents proportional relationships by equations and uses them to solve mathematical and real-world problems, including multi-step ratio and percent problems. **Determines when it is appropriate to use unit rates and understands its limitations.**	**Analyzes** and uses proportional relationships to solve real-world and mathematical problems, including simple ratio/percent problems. Computes unit rates of quantities associated with ratios of fractions. Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs. **Interprets a point (*x, y*) on the graph** of a proportional relationship **in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.** **Represents proportional relationships by equations** and uses them to solve mathematical and real-world problems, including simple ratio and percent problems.	**Uses** proportional relationships to solve **real-world** and mathematical problems, including simple ratio/percent problems. **Computes unit rates of quantities associated with ratios of fractions.** **Decides** whether two quantities are in a proportional relationship and **identifies the constant of proportionality (unit rate) in tables, equations, diagrams, verbal descriptions and graphs.** **Uses equations representing a proportional relationship to solve mathematical and real-world problems, including ratio and percent problems.**	Identifies proportional relationships to solve mathematical problems, including ratio/percent problems. Identifies whether two quantities are in a proportional relationship.
Operations with Fractions 7.NS.1a 7.NS.1b-1 7.NS.1b-2 7.NS.1c-1 7.NS.1d 7.NS.2a-1 7.NS.2a-2 7.NS.2b-1 7.NS.2b-2 7.NS.2c 7.NS.3 7.EE.3	Performs operations on positive and negative rational numbers in multi-step mathematical and real-world problems. Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero. Determines reasonableness of a solution and **interprets solutions in real-world contexts.**	Performs operations on positive and negative rational numbers in **multi-step** mathematical and real-world problems. Represents addition and subtraction on a horizontal or vertical number line and recognizes situations in which opposite quantities combine to make zero. **Determines reasonableness of a solution.**	Performs operations on positive and negative rational numbers in mathematical and **real-world** problems. Represents addition and subtraction on a horizontal or vertical number line **and recognizes situations in which opposite quantities combine to make zero.**	Performs operations on positive and negative rational numbers in mathematical problems. Represents addition and subtraction on a horizontal or vertical number line.

	Grade 7 Math : Sub-Claim A The student solves problems involving Major Content for Grade 7 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	Using the properties of operations, justifies the steps taken to solve multi-step mathematical and real-world problems involving rational numbers.			
Expressions, Equations and Inequalities 7.EE.1 7.EE.2 7.EE.4a-1 7.EE.4a-2 7.EE.4b	Applies properties of operations as strategies to add, subtract, factor and expand linear expressions. Solves **multi-step** linear equations with rational coefficients. In mathematical or real-world contexts, uses variables to represent quantities, construct and solve equations and inequalities, and graph **and interpret** solution sets. **Rewrites an expression in different forms.** **Describes the relationship between equivalent quantities that are expressed algebraically in different forms in a problem context and explains their equivalence in light of the context of the problem.**	Applies properties of operations as strategies to add, subtract, **factor** and expand linear expressions. Solves two-step linear equations with rational coefficients. In a mathematical or **real-world** context, uses variables to represent quantities, construct and solve equations and inequalities, and graph solution sets.	Applies properties of operations as strategies to add, subtract **and expand** linear expressions. Solves **two-step** linear equations with rational coefficients. **In a mathematical context, uses variables to represent quantities, construct and solve equations and inequalities, and graph solution sets.**	Applies properties of operations as strategies to add and subtract linear expressions. Solves one-step linear equations with rational coefficients.

	Grade 7 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 7 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Representing Geometric Figures 7.G.2 7.G.3	Draws geometric figures – freehand, with a ruler and protractor or with technology – and describes their attributes. Constructs triangles with given angle and side conditions and notices when those conditions determine a unique triangle, >1 triangle or no triangle. Describes two-dimensional figures that result from slicing three-dimensional figures by a	Draws geometric figures – freehand, with a ruler and protractor or with technology – and describes their attributes. Constructs triangles with given angle and side conditions. **Describes the two-dimensional figures that result from slicing three-dimensional figures by a plane parallel or perpendicular to a base or face.**	Draws geometric figures – freehand, with a ruler and protractor, or with technology – and describes some of their attributes. **Constructs triangles with given angle and side conditions.**	Draws geometric figures – freehand, with a ruler and protractor, or with technology – and describes some of their attributes.

	Grade 7 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 7 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	plane **which may or may not be** parallel or perpendicular to a base or face.			
Drawings and Measurement 7.G.1 7.G.4-1 7.G.4-2 7.G.5 7.G.6	Solves mathematical and real-world problems involving circumference, area, surface area and volume of two-and three-dimensional objects, **including composite objects.** Solves problems involving scale drawings of geometric figures, including reproducing a scale drawing at a different scale. Represents angle relationships using equations to solve for unknown angles. **Produces a logical conclusion** about the relationship between circle circumference and area.	Solves mathematical and **real-world** problems involving circumference, area, surface area and volume of two-and three-dimensional objects. Solves problems involving scale drawings of geometric figures, **including reproducing a scale drawing at a different scale.** **Represents** angle relationships **using equations to solve** for unknown angles.	Solves mathematical problems involving circumference, area, **surface area and volume** of two-**and three-**dimensional objects. Solves problems involving scale drawings of geometric figures. **Uses facts about angle relationships to determine the measure of unknown angles**.	Solves mathematical problems involving circumference and area of two-dimensional objects. Solves problems involving scale drawings of geometric figures.
Random Sampling and Comparative Inferences 7.SP.1 7.SP.2 7.SP.3 7.SP.4	Understands and uses random sampling to draw inferences about a population. Draws relevant informal comparative inferences about 2 populations, including assessing the degree of visual overlap of 2 numerical data distributions with similar variabilities. **Generates multiple samples of the same size to gauge the variation in estimates or predictions.** **Analyzes whether a sample is representative of a population.**	**Understands and uses random sampling** to draw inferences about a population. Draws **relevant** informal comparative inferences about two populations.	**Draws inferences about a population from a table or graph of random samples.** **Draws informal comparative inferences about two populations.**	Compares two populations based on measures of center and measures of variability.
Chance Processes and Probability Models 7.SP.5 7.SP.6 7.SP.7a 7.SP.7b 7.SP.8a 7.SP.8b 7.SP.8c	Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. **Generates a sample space to determine** the probability of simple or compound events using methods such as organized lists, tables, tree diagrams or **simulations.**	Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Finds probabilities when given sample spaces for simple **and compound** events using methods such as organized lists, tables and **tree diagrams.**	Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. **Finds probabilities when given sample spaces for simple events using methods such as organized lists and tables.**	Understands that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.

	Grade 7 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 7 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	Approximates the probability of a chance event by collecting data. Develops probability models to determine the probabilities of events. Designs and uses a simulation to generate frequencies for compound events. **Designs and uses a simulation to estimate the probability of a compound event.**	**Develops a model to approximate the probability of a chance event and predicts approximate frequencies when given the probability or by observing frequencies in data generated from the process.**		

	Grade 7 Math: Sub-Claim C In connection with content, the student expresses Grade 7 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Properties of Operations 7.C.1.1 7.C.1.2 7.C.2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on properties of operations and relationship between addition and subtraction or multiplication and division, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols, labels • complete justification of a conclusion • **generalization of an argument or conclusion** evaluating, interpreting, and critiquing the validity of other's responses, approaches, conclusions and reasoning, and **correcting and providing counter-examples where applicable.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student **clearly** constructs and communicates a complete response based on the properties of operations and the relationship between addition and subtraction or between multiplication and division, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols and labels • **complete** justification of a conclusion • evaluating**, interpreting and critiquing** the validity of other's **responses,** approaches, conclusions, and **reasoning.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response based on the properties of operations and the relationship between addition and subtraction or between multiplication and division, including: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical,** but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion • **evaluating the validity of other's approaches and conclusions**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on the properties of operations and the relationship between addition and subtraction or between multiplication and division, including: • a faulty approach based on a conjecture and/or stated assumptions • an incomplete or illogical progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion

	Grade 7 Math: Sub-Claim C In connection with content, the student expresses Grade 7 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Concrete Referents and Diagrams 7.C.3 7.C.4	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols and labels • complete justification of a conclusion • generalization of an argument or conclusion • evaluating, interpreting and critiquing the validity and efficiency of other's responses, approaches, conclusions and reasoning, and **providing a counterexample where applicable.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a **complete** response based on concrete referents provided in the prompt or **constructed by the student** such as: diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols and labels • **complete** justification of a conclusion • evaluating, **interpreting and critiquing** the validity of other's responses, approaches, conclusions and **reasoning.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on concrete referents provided in the prompt or in **simple cases, constructed by the student** such as: diagrams **that are connected to a written (symbolic) method,** number line diagrams or coordinate plane diagrams, including: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion • **evaluation the validity of other's approaches and conclusions.**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on concrete referents provided in the prompt such as: diagrams, number line diagrams or coordinate plane diagrams, which may include: • a faulty approach based on a conjecture and/or stated assumptions • an illogical and incomplete progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion
Distinguish Correct Explanation / Reasoning from that which is Flawed 7.C.5 7.C.6.1 7.C.7.1 7.C.7.2 7.C.7.3 7.C.7.4 7.C.8	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response to a given equation, multi-step problem, proposition or conjecture, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols, labels • complete justification of a conclusion	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response to a given equation, multi-step problem, proposition or conjecture, including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols, labels • **complete** justification of a conclusion	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response to a given equation, multi-step problem, proposition or conjecture, including: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical,** but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response to a given equation, multi-step problem, proposition or conjecture, including: • a faulty approach based on a conjecture and/or stated assumptions • an illogical and incomplete progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols, labels • partial justification of a conclusion

	Grade 7 Math: Sub-Claim C In connection with content, the student expresses Grade 7 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	• **generalization of an argument or conclusion** • evaluating, interpreting and critiquing the validity and **efficiency** of other's responses, approaches, conclusions and reasoning, and **provides a counterexample where applicable.** • identifying and describing errors in solutions and presents correct solutions • **distinguishing correct explanation/reasoning from that which is flawed. If there is a flaw, presents correct reasoning.**	• evaluating**, interpreting and critiquing** the validity of other's responses, approaches, conclusions and **reasoning.** • identifying and describing errors in solutions and **presents correct solutions.**	• partial justification of a conclusion • **evaluating the validity of other's approaches and conclusions.** • **identifying and describing errors in solutions.**	

	Grade 7 Math: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 7 by applying knowledge and skills articulated in the standards for Grade 7 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for the making use of structure and/or looking for and expressing regularity in repeated reasoning			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Modeling 7.D.1 7.D.2 7.D.3 7.D.4	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and making assumptions and approximations to simplify a real-world situation • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • writing a complete, clear and correct algebraic expression or equation to describe a situation • applying proportional reasoning	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and **making assumptions** and **approximations** to simplify a real-world situation • **mapping** relationships between important quantities by **selecting appropriate** tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • writing a **complete**, **clear and correct** algebraic expression or equation to describe a situation • applying proportional reasoning	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and approximations to simplify a real-world situation • **illustrating relationships** between important quantities by using provided tools to create models • analyzing relationships mathematically **between important quantities** to draw conclusions • writing an incomplete algebraic expression or equation to describe a situation • applying proportional reasoning	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by: • using stated assumptions and approximations to simplify a real-world situation • identifying important quantities using provided tools to create models • analyzing relationships mathematically to draw conclusions • writing an incomplete algebraic expression or equation to describe a situation • applying proportional reasoning using functions to describe how one quantity of interest depends on another

	Grade 7 Math: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 7 by applying knowledge and skills articulated in the standards for Grade 7 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for the making use of structure and/or looking for and expressing regularity in repeated reasoning			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	• writing/using functions to describe how one quantity of interest depends on another • using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • reflecting on whether the results make sense • improving the model if it has not served its purpose • interpreting mathematical results in the context of the situation **• analyzing and/or creating constraints, relationships and goals** **• analyzing, justifying and defending models which lead to a conclusion**	• writing/using functions to describe how one quantity of interest depends on another • using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • reflecting on whether the results make sense • **improving** the model if it has not served its purpose • interpreting mathematical results in the **context of the situation**	• **writing**/using functions to describe how one quantity of interest depends on another • using **reasonable** estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity **• reflecting on whether the results make sense** **• modifying the model if it has not served its purpose** **• interpreting mathematical results in a simplified context**	• using unreasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity

Grade 8 Mathematics Performance Level Descriptors

	Grade 8 Math : Sub-Claim A The student solves problems involving Major Content for Grade 8 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Expressions and Equations 8 EE.1 8 EE.2	Evaluates and generates equivalent numerical expressions using and applying properties of integer exponents. Solves equations of the form $x^2 = p$ and $x^3 = p$, representing solutions **using √ or $\sqrt[3]{}$ symbols.**	Evaluates and **generates equivalent** numerical expressions using and **applying** properties of integer exponents. **Solves** equations of the form $x^2 = p$, where p is a perfect square, **and solves equations of the form $x^3 = p$, where p is a perfect cube.**	Evaluates numerical expressions using properties of integer exponents. **Partially solves equations of the form $x^2 = p$, where p is a positive rational number and a perfect square < or = to 100, by representing only the positive solution of the equation.**	Evaluates numerical expressions using properties of integer exponents.
Scientific Notation 8.EE.3 8.EE.4-1 8.EE.4-2	Using scientific notation, estimates very large and very small quantities, determines how many times as large a number is in relation to another. Performs operations with numbers expressed in scientific notation. Interprets scientific notation that has been generated by technology. Chooses appropriate units for measuring very large or very small quantities. **Interprets scientific notation in context.**	Using scientific notation, estimates very large and **very small quantities.** Performs operations with numbers expressed in scientific notation.	Using scientific notation, estimates very large quantities. **Performs operations with numbers expressed in scientific notation.**	Using scientific notation, estimates very large quantities.
Proportional Relationships and Linear Equations 8.EE.5-1 8.EE.5-2 8.EE.6-1 8.F.3-1	Graphs linear relationships in the form $y=mx+b$, including proportional relationships. Interprets the unit rate as the slope of the graph of a proportional relationship and applies these concepts to solve real-world problems. Compares two different proportional relationships represented in different ways. Interprets $y=mx+b$ as defining a linear function. Uses similar triangles to show that the slope is the same between any two distinct points on a non-vertical line in the coordinate plane.	Graphs linear relationships, in the form $y=mx+b$, including proportional relationships. Interprets the unit rate as the slope of the graph of a proportional relationship and **applies these concepts to solve real-world problems**. **Compares** two different proportional relationships represented in different ways.	Graphs linear relationships, in the form $y=mx+b$, **including proportional relationships.** **Interprets the unit rate as the slope of the graph of a proportional relationship.** **Makes some comparisons between two different proportional relationships represented in different ways**.	Graphs linear relationships, in the form $y=mx+b$.

	Grade 8 Math : Sub-Claim A The student solves problems involving Major Content for Grade 8 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Solving Linear Equations 8.EE.7b 8.EE.C.Int. 1	Solves **mathematical and real-world problems** linear equations in one variable, with rational number coefficients, including those that require use of the distributive property and combining like terms.	Solves linear equations in one variable, with rational number coefficients, including those that require use of the distributive property **and** combining like terms.	Solves linear equations in one variable, with rational number coefficients, **including those that require use of the distributive property or combining like terms.**	Solves linear equations in one variable, with rational number coefficients.
Simultaneous Linear Equations 8.EE.8a 8.EE.8b-1 8.EE.8b-2 8.EE.8b-3 8.EE.8c	Analyzes and solves mathematical and **real-world** problems leading to pairs of simultaneous linear equations graphically, algebraically and by **inspection.** **Understands the relationship between the graphic representation and the algebraic solution to the system.** **Verifies a solution utilizing multiple methods to prove accuracy.**	**Analyzes** and solves mathematical problems leading to pairs of simultaneous linear equations graphically and **algebraically.**	Solves mathematical problems leading to pairs of simultaneous linear equations graphically and by **inspection**.	Solves mathematical problems leading to pairs of simultaneous linear equations graphically, where the graph is provided.
Functions 8.F.1-1 8.F.1-2 8.F.2 8.F.3-2	Understands that a function is a rule assigning to each input exactly 1 output, which can be graphed as a set of ordered pairs. Compares properties of two functions represented in different ways. Identifies **and proves** functions that are non-linear**.**	Understands that a function is a rule that assigns to each input exactly one output and can be graphed as a set of ordered pairs. **Compares properties of two functions represented in different ways.**	Understands that a function is a rule that assigns to each input exactly one output **and can be graphed as a set of ordered pairs.**	Understands that a function is a rule that assigns to each input exactly one output.
Congruence and Similarity 8.G.1a 8.G.1b 8.G.1c 8.G.2 8.G.3 8.G.4	Describes the effect of dilations, translations, rotations and reflections on two-dimensional figures with and without coordinates, determines whether two given figures are congruent or similar through one or more transformations and **describes the sequence of transformations to justify congruence or similarity of two figures.**	Describes the effect of **dilations**, translations, rotations and reflections on two-dimensional figures **with** coordinates, and determines whether two given figures are congruent **or similar through one or more transformations.**	Describes the effect of translations, rotations **and** reflections on two-dimensional figures without coordinates and determines whether two given figures are congruent.	Describes the effect of translations, rotations or reflections on two-dimensional figures without coordinates and determines whether two given figures are congruent.
Pythagorean Theorem 8.G.7-1 8.G.7-2 8.G.8	Applies the Pythagorean Theorem in real world and mathematical problems in two and three dimensions and to find the distance between two points in a coordinate system.	Applies the Pythagorean Theorem in a simple planar case and **to find the distance between two points in a coordinate system.**	Applies the Pythagorean Theorem in solving **for any side** of the right triangle in a simple planar case without coordinates.	Applies the Pythagorean Theorem in solving for the hypotenuse of a right triangle in a simple planar case without coordinates.

	Grade 8 Math : Sub-Claim A The student solves problems involving Major Content for Grade 8 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	Recognizes situations to apply the Pythagorean Theorem in multi-step problems.			

	Grade 8 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 8 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Rational Numbers 8.NS.1 8.NS.2	Distinguishes between rational and irrational numbers, understands that these numbers have decimal expansions and approximates their locations on a number line, and converts between terminating decimals or **decimals that repeat eventually** and fractional representations of rational numbers.	Distinguishes between rational and irrational numbers, understands that these numbers have decimal expansions and approximates their locations on a number line, and **converts between terminating decimals or repeating decimals of the form (0.aaa…) and fractional representations of rational numbers.**	Distinguishes between rational and irrational numbers and **understands that these numbers have decimal expansions** and approximates their locations on a number line.	Distinguishes between rational and irrational numbers and approximates their locations on a number line.
Modeling with Functions 8.F.4 8.F.5-1 8.F.5-2	Constructs a function to model a linear relationship between two quantities described with or without a context. Given a description of a relationship or two (*x,y*) values in a table of values or a graph, determines the rate of change and initial value of the function. Analyzes **and** describes the functional relationship between two quantities. Sketches a graph of a function when given a written description.	Constructs a function to model a linear relationship between two quantities described **with or without a context.** **Given two (*x,y*) values in a table of values or a graph,** determines the rate of change and initial value of the function. Analyzes the graph of a linear function to describe the functional relationship between two quantities. **Sketches the graph of a function when given a written description.**	**Constructs** a function to model a linear relationship between two quantities in a table or a graph. Determines the rate of change **and** initial value of the function from a table or graph that contains the initial value. **Analyzes the graph of a linear function to describe the functional relationship between two quantities.**	Identifies a function to model a linear relationship between two quantities in a table or a graph. Determines the rate of change or initial value of the function from a table or graph that contains the initial value.
Volume 8.G.9	Identifies the formulas for the volume of cones, cylinders and spheres, and uses them to find the volume **or dimensions** of solids in mathematical and real-world problems. **Applies these formulas to multiple composite mathematical solids.**	Identifies the formulas for the volume of cones, cylinders and spheres, and uses them to find the volume of solids in mathematical and **real-world** problems.	Identifies the formulas for the volume of cones, cylinders and spheres, and **uses them to find the volume of solids in mathematical problems.**	Identifies the formulas for the volume of cones, cylinders and spheres.
Bivariate Data	Analyzes and describes the patterns of association that can	**Analyzes** and describes the patterns of association that can	Describes the patterns of association that can be seen in	Describes the patterns of association that can be seen in

	Grade 8 Math: Sub-Claim B The student solves problems involving Additional and Supporting Content for Grade 8 with connections to the Standards for Mathematical Practice.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
8.SP.1 8.SP.2 8.SP.3 8.SP.4	be seen in bivariate data by constructing, displaying and interpreting scatter plots and two-way tables. Uses the equation of a linear model to solve problems in context. Informally fits a straight line to a scatter plot that suggests a linear association and **assesses the model fit.** **Compares linear models used to fit the same set of data to determine which is a better fit.**	be seen in bivariate data by **constructing, displaying and** interpreting scatter plots and two-way tables. Uses the equation of a linear model to solve problems in context. **Informally fits a straight line to** a scatter plot that suggests a linear association.	bivariate data by interpreting scatter plots and two-way tables. **Uses a given equation of a linear model to solve problems in context.** **Identifies a line of best fit for a scatter plot that suggests a linear association.**	bivariate data by interpreting scatter plots and two-way tables.

	Grade 8: Sub-Claim C In connection with content, the student expresses Grade 8 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Graphs and Equations 8.C.1.1 8.C.1.2 8.C.2	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols and labels • complete justification of a conclusion • **generalization of an argument or conclusion** • evaluating, interpreting, and critiquing the validity and efficiency of other's responses, approaches and	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols and labels • **complete** justification of a conclusion • evaluating, **interpreting and critiquing** the validity of other's responses, approaches, conclusions and **reasoning**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical,** but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion • **evaluating the validity of other's approaches and conclusions**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including: • a faulty approach based on a conjecture and/or stated assumptions • an illogical or incomplete progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion

	Grade 8: Sub-Claim C In connection with content, the student expresses Grade 8 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	reasoning, conclusions and **reasoning correcting and providing a counterexample where applicable.**			
Reasoning 8.C.3.1 8.C.3.2 8.C.3.3 8.C.4.1 8.C.6	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on a chain of reasoning to justify or refute algebraic, function or linear-equation propositions or conjectures including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level vocabulary, symbols and labels • complete justification of a conclusion • **generalization of an argument or conclusion** • evaluating, interpreting and critiquing the validity of other's responses, approaches, conclusions and reasoning, **correcting and providing a counterexample where applicable**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on a chain of reasoning to justify or refute algebraic, function or linear-equation propositions or conjectures including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level vocabulary, symbols and labels • **complete** justification of a conclusion • evaluating, **interpreting and critiquing** the validity of other's responses, approaches, conclusions and **reasoning**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response based on a chain of reasoning to justify or refute algebraic, function or linear-equation propositions or conjectures including: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level vocabulary, symbols and labels • partial justification of a conclusion • **evaluating the validity of other's approaches and conclusions**	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on a chain of reasoning to justify or refute algebraic, function or linear-equation propositions or conjectures including: • a faulty approach based on a conjecture and/or stated assumptions • an illogical and incomplete progression of steps • major calculation errors • limited use of grade-level vocabulary, symbols and labels • partial justification of a conclusion.
Geometric Reasoning 8.C.5.1 8.C.5.2 8.C.5.3	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including: • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • precision of calculation • correct use of grade-level	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student clearly constructs and communicates a complete response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including: • a logical approach based on a conjecture and/or stated assumptions • a logical and **complete** progression of steps • **precision** of calculation • **correct** use of grade-level	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates a **complete** response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including: • a **logical** approach based on a conjecture and/or stated assumptions • a **logical**, but incomplete, progression of steps • **minor** calculation errors • **some** use of grade-level	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student constructs and communicates an incomplete response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including: • a faulty approach based on a conjecture and/or stated assumptions • an illogical and incomplete progression of steps • major calculation errors • limited use of grade-level

	Grade 8: Sub-Claim C In connection with content, the student expresses Grade 8 appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	vocabulary, symbols and labels • complete justification of a conclusion • **generalization of an argument or conclusion** • evaluating, interpreting and critiquing the validity and **efficiency** of other's responses, approaches and reasoning, **correcting and providing a counterexample where applicable** • identifying and describing errors in solutions and presenting correct solutions • **distinguishing correct explanation/reasoning from that which is flawed. If there is a flaw, presents correct reasoning.**	vocabulary, symbols and labels • **complete** justification of a conclusion • evaluating, **interpreting and critiquing** the validity of other's responses, approaches, conclusions and **reasoning** • identifying and describing errors in solutions and **presenting correct solutions**	vocabulary, symbols and labels • partial justification of a conclusion • **evaluating the validity of other's approaches and conclusions** • **identifying and describing errors in solutions**	vocabulary, symbols and labels • partial justification of a conclusion

	Grade 8: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 8 by applying knowledge and skills articulated in the standards for Grade 8 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for and making use of structure and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
Modeling 8.D.1 8.D.2 8.D.3 8.D.4	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and workplace by: • using stated assumptions and making assumptions and approximations to simplify a real-world situation • mapping relationships between important quantities by selecting appropriate tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • writing a complete, clear and correct algebraic expression	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and workplace by: • using stated assumptions and **making assumptions** and **approximations** to simplify a real-world situation • **mapping** relationships between important quantities by **selecting appropriate** tools to create models • analyzing relationships mathematically between important quantities to draw conclusions • writing a **complete, clear and correct** algebraic expression	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and workplace by: • using stated assumptions and approximations to simplify a real-world situation • **illustrating relationships between important quantities by using provided tools to create models** • analyzing relationships mathematically **between important quantities** to draw conclusions • writing an incomplete algebraic expression or equation to describe a	In connection with the content knowledge, skills, and abilities described in Sub-claims A and B, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and workplace by: • using stated assumptions and approximations to simplify a real-world situation • identifying important quantities using provided tools to create models • analyzing relationships mathematically to draw conclusions • writing an incomplete algebraic expression or equation to describe a situation

	Grade 8: Sub-Claim D In connection with content, the student solves real-world problems with a degree of difficulty appropriate to Grade 8 by applying knowledge and skills articulated in the standards for Grade 8 (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for and making use of structure and/or looking for and expressing regularity in repeated reasoning.			
	Level 5: Exceeds Expectations	**Level 4: Meets Expectations**	**Level 3: Approaches Expectations**	**Level 2: Partially Meets Expectations**
	or equation to describe a situation • applying proportional reasoning • writing/using functions to describe how one quantity of interest depends on another	or equation to describe a situation • applying proportional reasoning • writing/using functions to describe how one quantity of interest depends on another	situation • applying proportional reasoning • **writing**/using functions to describe how one quantity of interest depends on another	
	• using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • reflecting on whether the results make sense • improving the model if it has not served its purpose • interpreting mathematical results in the context of the situation analyzing and/or creating constraints, relationships and goals analyzing, justifying and defending models which lead to a conclusion	• using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • reflecting on whether the results make sense • **improving** the model if it has not served its purpose interpreting mathematical results in the **context of the situation**	• using **reasonable** estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity • **reflecting on whether the results make sense** • **modifying the model if it has not served its purpose interpreting mathematical results in a simplified context**	• applying proportional reasoning • using functions to describe how one quantity of interest depends on another using unreasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity

Appendix C

CMAS Science

Prepared Graduate Competencies and Grade Level Expectations

Grade 8 Science
Standards, Prepared Graduate Competencies, and Grade Level Expectations

1	Physical Science
PGC 1	Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects
GLE 1	Identify and calculate the direction and magnitude of forces that act on an object, and explain the results in the object's change of motion
PGC 2	Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable
GLE 2	There are different forms of energy, and those forms of energy can be changed from one form to another— but total energy is conserved
GLE 4	Recognize that waves such as electromagnetic, sound, seismic, and water have common characteristics and unique properties
PGC 3	Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions
GLE 3	Distinguish between physical and chemical changes, noting that mass is conserved during any change
2	**Life Science**
PGC1	Explain and illustrate with examples how living systems interact with the biotic and abiotic environment
GLE 1	Human activities can deliberately or inadvertently alter ecosystems and their resiliency
PGC 2	Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment
GLE 2	Organisms reproduce and transmit genetic information (genes) to offspring, which influences individuals' traits in the next generation
3	**Earth Systems Science**
PGC 1	Evaluate evidence that Earth's geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system
GLE 1	Weather is a result of complex interactions of Earth's atmosphere, land and water, that are driven by energy from the sun, and can be predicted and described through complex models
GLE 2	Earth has a variety of climates defined by average temperature, precipitation, humidity, air pressure, and wind that have changed over time in a particular location
PGC 2	Describe and interpret how Earth's geologic history and place in space are relevant to our understanding of the processes that have shaped our planet
GLE 3	The solar system is comprised of various objects that orbit the Sun and are classified based on their characteristics
GLE 4	The relative positions and motions of Earth, Moon, and Sun can be used to explain observable effects such as seasons, eclipses, and Moon phases

High School Science
Standards, Prepared Graduate Competencies, and Grade Level Expectations

1	Physical Science
PGC 1	Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects
GLE 1	Newton's laws of motion and gravitation describe the relationships among forces acting on and between objects, their masses, and changes in their motion – but have limitations
PGC 2	Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions
GLE 2	Matter has definite structure that determines characteristic physical and chemical properties
GLE 3	Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy
GLE 4	Atoms bond in different ways to form molecules and compounds that have definite properties
PGC 3	Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable
GLE 5	Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined
GLE 6	When energy changes form, it is neither created not destroyed; however, because some is necessarily lost as heat, the amount of energy available to do work decreases
2	**Life Science**
PGC1	Explain and illustrate with examples how living systems interact with the biotic and abiotic environment
GLE 1	Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem
GLE 2	The size and persistence of populations depend on their interactions with each other and on the abiotic factors in an ecosystem
PGC 2	Analyze the relationships between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection
GLE 3	Cellular metabolic activities are carried out by biomolecules produced by organisms
GLE 4	The energy for life primarily derives from the interrelated processes of photosynthesis and cellular respiration. Photosynthesis transforms the sun's light energy into the chemical energy of molecular bonds. Cellular respiration allows cells to utilize chemical energy when these bonds are broken.
GLE 5	Cells use passive and active transport of substances across membranes to maintain relatively stable intracellular environments
GLE 6	Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments
PGC3	Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment
GLE 7	Physical and behavioral characteristics of an organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins

GLE 8	Multicellularity makes possible a division of labor at the cellular level through the expression of select genes, but not the entire genome.
PGC4	Explain how biological evolution accounts for the unity and diversity of living organisms
GLE 9	Evolution occurs as the heritable characteristics of populations change across generations and can lead populations to become better adapted to their environment
3	**Earth Systems Science**
PGC 1	Describe and interpret how Earth's geologic history and place in space are relevant to our understanding of the processes that have shaped our planet
GLE 1	The history of the universe, solar system and Earth can be inferred from evidence left from past events
GLE 2	As part of the solar system, Earth interacts with various extraterrestrial forces and energies such as gravity, solar phenomena, electromagnetic radiation, and impact events that influence the planet's geosphere, atmosphere, and biosphere in a variety of ways
PGC 2	Evaluate evidence that Earth's geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system
GLE 3	The theory of plate tectonics helps explain geological, physical, and geographical features of Earth
GLE 4	Climate is the result of energy transfer among interactions of the atmosphere, hydrosphere, geosphere, and biosphere
GLE 6	The interaction of Earth's surface with water, air, gravity, and biological activity causes physical and chemical changes
GLE 7	Natural hazards have local, national and global impacts such as volcanoes, earthquakes, tsunamis, hurricanes, and thunderstorms
PGC 3	Describe how humans are dependent on the diversity of resources provided by Earth and Sun
GLE 5	There are costs, benefits, and consequences of exploration, development, and consumption of renewable and nonrenewable resources

Appendix D

CMAS Mathematics, ELA, and CSLA Assessed Standards

CMAS Grade 3 ELA and CSLA
Reading, Writing, and Communicating Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
3.2.1.a.i 3.2.1.a.iii 3.2.1.a.iv 3.2.1.a.v 3.2.1.a.vi 3.2.1.a.vi	Reading: Literature	Key Ideas & Details	Domain 1, Descriptor 1
3.2.1.b.i 3.2.1.b.iii	Reading: Literature	Craft & Structure	Domain 1, Descriptor 3
3.2.1.c.i 3.2.1.c.ii	Reading: Literature	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
3.2.2.a.i 3.2.2.a.ii 3.2.2.a.iii 3.2.2.a.iv	Reading: Informational Text	Key Ideas & Details	Domain 1, Descriptor 2
3.2.2.b.i 3.2.2.b.ii	Reading: Informational Text	Craft & Structure	Domain 1, Descriptor 3
3.2.2.c.i 3.2.2.c.ii 3.2.2.c.iii	Reading: Informational Text	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
3.2.3.c.i 3.2.3.d.i 3.2.3.d.iii 3.2.3.e	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use	Domain 3, Descriptors 1 & 2 Domain 3, Descriptors 1 & 2 Domain 2, Descriptor 1

CMAS Grade 4 ELA and CSLA
Reading, Writing, and Communicating Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
4.2.1.a.i 4.2.1.a.ii 4.2.1.a.iii 4.2.1.a.iv	Reading: Literature	Key Ideas & Details	Domain 1, Descriptor 1
4.2.1.b.i 4.2.1.b.ii	Reading: Literature	Craft & Structure	Domain 1, Descriptor 3
4.2.1.c.i 4.2.1.c.ii	Reading: Literature	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
4.2.2.a.i 4.2.2.a.ii 4.2.2.a.iii	Reading: Informational Text	Key Ideas & Details	Domain 1, Descriptor 2
4.2.2.b.i 4.2.2.b.ii	Reading: Informational Text	Craft & Structure	Domain 1, Descriptor 3
4.2.2.c.i 4.2.2.c.ii 4.2.2.c.iii	Reading: Informational Text	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
4.2.3.c.i 4.2.3.d.i 4.2.3.d.ii 4.2.3.d.iii 4.2.3.e	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use	Domain 3, Descriptors 1 and 2 Domain 3, Descriptors 1 and 2 Domain 2, Descriptor 1

CMAS Grade 5 ELA
Reading, Writing, and Communicating Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
5.2.1.b.i 5.2.1.b.ii 5.2.1.b.iii	Reading: Literature	Key Ideas & Details	Domain 1, Descriptor 1
5.2.1.c.i 5.2.1.c.iii 5.2.1.c.iv	Reading: Literature	Craft & Structure	Domain 1, Descriptor 3
5.2.1.d.i 5.2.1.d.ii 5.2.1.d.iii	Reading: Literature	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
5.2.2.a.i 5.2.2.a.ii 5.2.2.a.iii 5.2.2.a.iv	Reading: Informational Text	Key Ideas & Details	Domain 1, Descriptor 2
5.2.2.b.i 5.2.2.b.ii 5.2.2.b.iii	Reading: Informational Text	Craft & Structure	Domain 1, Descriptor 3
5.2.2.c.i 5.2.2.c.ii 5.2.2.c.iii	Reading: Informational Text	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
5.2.3.d.i 5.2.3.i.i 5.2.3.i.ii 5.2.3.j	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use	Domain 3, Descriptors 1 and 2 Domain 3, Descriptors 1 and 2 Domain 2, Descriptor 1

CMAS Grade 6 ELA
Reading, Writing, and Communicating Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
6.2.1.a.i 6.2.1.a.ii 6.2.1.a.iii	Reading: Literature	Key Ideas & Details	Domain 1, Descriptor 1
6.2.1.b.i 6.2.1.b.ii 6.2.1.b.iii	Reading: Literature	Craft & Structure	Domain 1, Descriptor 3
6.2.1.c.i 6.2.1.c.ii	Reading: Literature	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
6.2.2.a.i 6.2.2.a.ii 6.2.2.a.iii	Reading: Informational Text	Key Ideas & Details	Domain 1, Descriptor 2
6.2.2.b.i 6.2.2.b.ii 6.2.2.b.iii	Reading: Informational Text	Craft & Structure	Domain 1, Descriptor 3
6.2.2.c.i 6.2.2.c.ii 6.2.2.c.iii	Reading: Informational Text	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
6.2.3.b.i 6.2.3.b.ii 6.2.3.b.iii 6.2.3.c	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use	Domain 4, Descriptors 1 and 2 Domain 4, Descriptors 1 and 2 Domain 2, Descriptor 1
	Literacy in History/Social Studies	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	Domain 3, Descriptor 1
	Literacy in Science & Technical Subjects	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	Domain 3, Descriptor 2

CMAS Grade 7 ELA
Reading, Writing, and Communicating Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
7.2.1.a.i 7.2.1.a.ii 7.2.1.a.iii	Reading: Literature	Key Ideas & Details	Domain 1, Descriptor 1
7.2.1.b.i 7.2.1.b.ii 7.2.1.b.iii	Reading: Literature	Craft & Structure	Domain 1, Descriptor 3
7.2.1.c.ii	Reading: Literature	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
7.2.2.a.i 7.2.2.a.ii 7.2.2.a.iii	Reading: Informational Text	Key Ideas & Details	Domain 1, Descriptor 2
7.2.2.b.i 7.2.2.b.ii 7.2.2.b.iii	Reading: Informational Text	Craft & Structure	Domain 1, Descriptor 3
7.2.2.c.i 7.2.2.c.ii 7.2.2.c.iii	Reading: Informational Text	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
7.2.3.a.i 7.2.3.b.i 7.2.3.b.ii 7.2.3.b.iii 7.2.3.c	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use	Domain 4, Descriptors 1 and 2 Domain 4, Descriptors 1 and 2 Domain 2, Descriptor 1
	Literacy in History/Social Studies	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	Domain 3, Descriptor 1
	Literacy in Science & Technical Subjects	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	Domain 3, Descriptor 2

CMAS Grade 8 ELA
Reading, Writing, and Communicating Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
8.2.2.a.i 8.2.2.a.ii 8.2.2.a.iii	Reading: Literature	Key Ideas & Details	Domain 1, Descriptor 1
8.2.1.b.i 8.2.1.b.ii 8.2.1.b.iii	Reading: Literature	Craft & Structure	Domain 1, Descriptor 3
8.2.1.c.ii	Reading: Literature	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
8.2.2.a.i 8.2.2.a.ii 8.2.2.a.iii	Reading: Informational Text	Key Ideas & Details	Domain 1, Descriptor 2
8.2.2.b.i 8.2.2.b.ii 8.2.2.b.iii	Reading: Informational Text	Craft & Structure	Domain 1, Descriptor 3
8.2.2.c.i 8.2.2.c.ii 8.2.2.c.iii	Reading: Informational Text	Integration of Knowledge & Ideas	Domain 1, Descriptor 4
8.2.3.a.i 8.2.3.a.ii 8.2.3.b.i 8.2.3.b.ii 8.2.3.b.iii 8.2.3.c	Language	Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use	Domain 4, Descriptors 1 and 2 Domain 4, Descriptors 1 and 2 Domain 2, Descriptor 1
	Literacy in History/Social Studies	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	Domain 3, Descriptor 1
	Literacy in Science & Technical Subjects	Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	Domain 3, Descriptor 2

CMAS Grade 3
Mathematics Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4	Operations & Algebraic Thinking	Represent and solve problems involving multiplication and division.	Domain 1, Descriptor 1
3.OA.B.5 3.OA.B.6	Operations & Algebraic Thinking	Apply properties of multiplication and the relationship between multiplication and division.	Domain 1, Descriptor 1
3.OA.C.7	Operations & Algebraic Thinking	Multiply and divide within 100.	Domain 1, Descriptor 1
3.OA.D.8 3.OA.D.9	Operations & Algebraic Thinking	Solve problems involving the four operations and identify and explain patterns in arithmetic.	Domain 1, Descriptor 1
3.NBT.A.1 3.NBT.A.2 3.NBT.A.3	Number & Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic. [1] [1] A range of algorithms may be used.	Domain 1, Descriptor 2
3.NF.A.1 3.NF.A.2.a 3.NF.A.2.b 3.NF.A.3.a 3.NF.A.3.b 3.NF.A.3.c 3.NF.A.3.d	Number & Operations—Fractions[1] [1] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.	Develop understanding of fractions as numbers.	Domain 1, Descriptor 2
3.MD.A.1 3.MD.A.2	Measurement & Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Domain 1, Descriptor 3
3.MD.B.3 3.MD.B.4	Measurement & Data	Represent and interpret data.	Domain 1, Descriptor 3
3.MD.C.5 3.MD.C.6 3.MD.C.7.a 3.MD.C.7.b 3.MD.C.7.c 3.MD.C.7.d	Measurement & Data	Use concepts of area and relate area to multiplication and to addition.	Domain 1, Descriptor 3
3.MD.D.8	Measurement & Data	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	Domain 1, Descriptor 3
3.G.A.1 3.G.A.2	Geometry	Reason with shapes and their attributes.	Included in the overall test scale score
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: On Grade Level	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 1

SMP 3 SMP 6 SMP 4	Modeling & Reasoning: Securely Held Knowledge	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 2

CMAS Grade 4
Mathematics Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
4.OA.A.1 4.OA.A.2 4.OA.A.3	Operations & Algebraic Thinking	Use the four operations with whole numbers to solve problems.	Domain 1, Descriptor 1
4.OA.B.4	Operations & Algebraic Thinking	Gain familiarity with factors and multiples.	Domain 1, Descriptor 1
4.OA.C.5	Operations & Algebraic Thinking	Generate and analyze patterns.	Domain 1, Descriptor 1
4.NBT.A.1 4.NBT.A.2 4.NBT.A.3	Number & Operations in Base Ten	Generalize place value understanding for multi-digit whole numbers.	Domain 1, Descriptor 2
4.NBT.B.4 4.NBT.B.5 4.NBT.B.6	Number & Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.	Domain 1, Descriptor 2
4.NF.A.1 4.NF.A.2	Number & Operations - Fractions	Extend understanding of fraction equivalence and ordering.	Domain 1, Descriptor 3
4.NF.B.3.a 4.NF.B.3.b 4.NF.B.3.c 4.NF.B.3.d 4.NF.B.4.a 4.NF.B.4.b 4.NF.B.4.c	Number & Operations - Fractions	Build fractions from unit fractions.	Domain 1, Descriptor 3
4.NF.C.5 4.NF.C.6 4.NF.C.7	Number & Operations - Fractions	Use decimal notation for fractions and compare decimal fractions.	Domain 1, Descriptor 3
4.MD.A.1 4.MD.A.2 4.MD.A.3	Measurement & Data	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	Domain 1, Descriptor 4
4.MD.B.4	Measurement & Data	Represent and interpret data.	Domain 1, Descriptor 4
4.MD.C.5.a 4.MD.C.5.b 4.MD.C.6 4.MD.C.7	Measurement & Data	Geometric measurement: understand concepts of angle and measure angles.	Domain 1, Descriptor 4
4.G.A.1 4.G.A.2 4.G.A.3	Geometry	Draw and identify lines and angles and classify shapes by properties of their lines and angles.	Included in the overall test scale score
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: On Grade Level	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision.	Domain 2, Descriptor 1

		- Model with Mathematics	
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: Securely Held Knowledge	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 2

CMAS Grade 5
Mathematics Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
5.OA.A.1 5.OA.A.2	Operations & Algebraic Thinking	Write and interpret numerical expressions.	Included in the overall test scale score
5.OA.B.3	Operations & Algebraic Thinking	Analyze patterns and relationships.	Included in the overall test scale score
5.NBT.A.1 5.NBT.A.2 5.NBT.A.3.a 5.NBT.A.3.b 5.NBT.A.4	Number & Operations in Base Ten	Understand the place value system.	Domain 1, Descriptor 1
5.NBT.B.5 5.NBT.B.6 5.NBT.B.7	Number & Operations in Base Ten	Perform operations with multi-digit whole numbers and with decimals to hundredths.	Domain 1, Descriptor 1
5.NF.A.1 5.NF.A.2	Number & Operations - Fractions	Use equivalent fractions as a strategy to add and subtract fractions.	Domain 1, Descriptor 2
5.NF.B.3 5.NF.B.4.a 5.NF.B.4.b 5.NF.B.5.a 5.NF.B.5.b 5.NF.B.6 5.NF.B.7.a 5.NF.B.7.b 5.NF.B.7.c	Number & Operations - Fractions	Apply and extend previous understandings of multiplication and division.	Domain 1, Descriptor 2
5.MD.A.1	Measurement & Data	Convert like measurement units within a given measurement system.	Domain 1, Descriptor 3
5.MD.B.2	Measurement & Data	Represent and interpret data.	Domain 1, Descriptor 3
5.MD.C.3.a 5.MD.C.3.b 5.MD.C.4 5.MD.C.5.a 5.MD.C.5.b 5.MD.C.5.c	Measurement & Data	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Domain 1, Descriptor 3
5.G.A.1 5.G.A.2	Geometry	Graph points on the coordinate plane to solve real-world and mathematical problems.	Included in the overall test scale score
5.G.B.3 5.G.B.4	Geometry	Classify two-dimensional figures into categories based on their properties.	Included in the overall test scale score
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: On Grade Level	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 1
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: Securely Held Knowledge	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 2

CMAS Grade 6
Mathematics Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
6.RP.A.1 6.RP.A.2 6.RP.A.3.a 6.RP.A.3.b 6.RP.A.3.c 6.RP.A.3.d	Ratios & Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.	Domain 1, Descriptor 1
6.NS.A.1	The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Domain 1, Descriptor 2
6.NS.B.2 6.NS.B.3 6.NS.B.4	The Number System	Compute fluently with multi-digit numbers and find common factors and multiples.	Domain 1, Descriptor 2
6.NS.C.5 6.NS.C.6.a 6.NS.C.6.b 6.NS.C.6.c 6.NS.C.7.a 6.NS.C.7.b 6.NS.C.7.c 6.NS.C.7.d 6.NS.C.8	The Number System	Apply and extend previous understandings of numbers to the system of rational numbers.	Domain 1, Descriptor 2
6.EE.A.1 6.EE.A.2.a 6.EE.A.2.b 6.EE.A.2.c 6.EE.A.3 6.EE.A.4	Expressions & Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.	Domain 1, Descriptor 3
6.EE.B.5 6.EE.B.6 6.EE.B.7 6.EE.B.8	Expressions & Equations	Reason about and solve one-variable equations and inequalities.	Domain 1, Descriptor 3
6.EE.C.9	Expressions & Equations	Represent and analyze quantitative relationships between dependent and independent variables.	Domain 1, Descriptor 3
6.G.A.1 6.G.A.2 6.G.A.3 6.G.A.4	Geometry	Solve real-world and mathematical problems involving area, surface area, and volume.	Included in the overall test scale score
6.SP.A.1 6.SP.A.2 6.SP.A.3	Statistics & Probability	Develop understanding of statistical variability.	Included in the overall test scale score
6.SP.B.4 6.SP.B.5.a 6.SP.B.5.b 6.SP.B.5.c 6.SP.B.5.d	Statistics & Probability	Summarize and describe distributions.	Included in the overall test scale score

SMP 3 SMP 6 SMP 4	Modeling & Reasoning: On Grade Level	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 1
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: Securely Held Knowledge	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 2

CMAS Grade 7
Mathematics Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
7.RP.A.1 7.RP.A.2.a 7.RP.A.2.b 7.RP.A.2.c 7.RP.A.2.d 7.RP.A.3	Ratios & Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems.	Domain 1, Descriptor 1
7.NS.A.1 7.NS.A.2.a 7.NS.A.2.b 7.NS.A.2.c 7.NS.A.2.d 7.NS.A.3	The Number System	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Domain 1, Descriptor 2
7.EE.A.1 7.EE.A.2	Expressions & Equations	Use properties of operations to generate equivalent expressions.	Domain 1, Descriptor 3
7.EE.B.3 7.EE.B.4.a 7.EE.B.4.b	Expressions & Equations	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Domain 1, Descriptor 3
7.G.A.1 7.G.A.2 7.G.A.3	Geometry	Draw construct and describe geometrical figures and describe the relationships between them.	Included in the overall test scale score
7.G.B.4 7.G.B.5 7.G.B.6 7.G.B.7.a 7.G.B.7.b 7.G.B.8.a 7.G.B.8.b 7.G.B.8.c	Geometry	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Included in the overall test scale score
7.SP.A.1 7.SP.A.2	Statistics & Probability	Use random sampling to draw inferences about a population.	Domain 1, Descriptor 4
7.SP.B.3 7.SP.B.4	Statistics & Probability	Draw informal comparative inferences about two populations.	Domain 1, Descriptor 4
7.SP.C.5 7.SP.C.6 7.SP.C.7.a 7.SP.C.7.b 7.SP.C.8.a 7.SP.C.8.b 7.SP.C.8.c	Statistics & Probability	Investigate chance processes and develop, use, and evaluate probability models.	Domain 1, Descriptor 4

SMP 3 SMP 6 SMP 4	Modeling & Reasoning: On Grade Level	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 1
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: Securely Held Knowledge	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 2

CMAS Grade 8
Mathematics Standards

Colorado Academic Standards	Domain	Standard Descriptor	Data File Code
8.NS.A.1 8.NS.A.2	The Number System	Know that there are numbers that are not rational and approximate them by rational numbers.	Included in the overall test scale score
8.EE.A.1 8.EE.A.2 8.EE.A.3 8.EE.A.4	Expressions & Equations	Expressions and equations work with radicals and integer exponents.	Domain 1, Descriptor 2
8.EE.B.5 8.EE.B.6	Expressions & Equations	Understand the connections between proportional relationships, lines, and linear equations.	Domain 1, Descriptor 2
8.EE.C.7.a 8.EE.C.7.b 8.EE.C.8.a 8.EE.C.8.b 8.EE.C.8.c	Expressions & Equations	Analyze and solve linear equations and pairs of simultaneous linear equations.	Domain 1, Descriptor 2
8.F.A.1 8.F.A.2 8.F.A.3	Functions	Define, evaluate, and compare functions.	Domain 1, Descriptor 3
8.F.B.4 8.F.B.5	Functions	Use functions to model relationships between quantities.	Domain 1, Descriptor 3
8.G.A.1.a 8.G.A.1.b 8.G.A.1.c 8.G.A.2 8.G.A.3 8.G.A.4 8.G.A.5	Geometry	Understand congruence and similarity using physical models, transparencies, or geometry software.	Domain 1, Descriptor 1
8.G.B.6 8.G.B.7 8.G.B.8	Geometry	Understand and apply the Pythagorean Theorem.	Domain 1, Descriptor 1
8.G.C.9	Geometry	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	Domain 1, Descriptor 1
8.SP.A.1 8.SP.A.2 8.SP.A.3 8.SP.A.4	Statistics & Probability	Investigate patterns of association in bivariate data.	Included in the overall test scale score
SMP 3 SMP 6 SMP 4	Modeling & Reasoning: On Grade Level	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 1

SMP 3 SMP 6 SMP 4	Modeling & Reasoning: Securely Held Knowledge	- Construct Viable Arguments and Critique the Reasoning of Others - Attend to Precision. - Model with Mathematics	Domain 2, Descriptor 2