West Virginia General Summative Assessment

2021–2022

Volume 3 Part 1 (ELA and Mathematics)

Setting Achievement Standards

West Virginia DEPARTMENT OF EDUCATION

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1. EXECUTIVE SUMMARY

American Institutes for Research (AIR) conducted a standard setting workshop for English language arts (ELA) and mathematics grades 3–8 on June 12–14, 2018, at the Marriott Town Center in Charleston, West Virginia.

The West Virginia General Summative Assessments (WVGSA) for English language arts (ELA) and mathematics were based on the Independent College and Career Readiness (ICCR) item pools developed by AIR for use in statewide assessments. West Virginia selected items that meet the unique needs and requirements of the state and also meet the WV blueprints aligned to the West Virginia College and Career Readiness Standards (WVCCRs).

AIR used a process of standard setting called the Bookmark method. The Bookmark method is the most common procedure used throughout the country and has been used successfully to set achievement-level cut scores for previous assessments in West Virginia.

In the Bookmark method, panelists are given a booklet of items ordered from easy to hard. The panelists review the WVCCRs and achievement-level descriptors (ALDs), then review student performance distribution and bookmark the page they feel represents the minimum cut for each of the state's achievement standards – *Partially Meets Standard*, *Meets Standard,* and *Exceeds Standard*. The panelists do this across two rounds of standard setting in a three-day workshop. These cuts determine a recommendation for the percentage of students in each of the state's four achievement levels – *Does Not Meet Standard, Partially Meets Standard, Meets Standard,* and *Exceeds Standard*. The percentage of students that *Meets Standard* or *Exceeds Standard* represents the percentage proficient.

At the workshop, 58 panelists (30 for ELA and 28 for mathematics) were selected to participate. The panelists represented a group of experienced teachers, curriculum specialists, education administrators, and other stakeholders. The composition of the panel ensured that a diverse range of perspectives contributed to the standard-setting process. The panel was also representative in terms of gender, race/ethnicity, and region of the state.

1.1 STANDARD-SETTING WORKSHOPS

1.1.1 Overall Structure of the Workshops

Table 1 shows the general structure of the standard-setting workshops.

Table 1: Standard-Setting Workshop Structure

Panel	Room	Subject	Grades	Table Leaders	Panelists	Facilitator	Facilitator Assistants
ELA	1	ELA	3, 4	2	8	Diana Reed	Krista Bobbitt Julie Benson
			5, 6	2	8		
			7, 8	2	8		

Mathematics	2	Mathematics	3, 4	2	8	Bernard Farley	Peter Pluckebaum David Gabel
			5, 6	2	7		
			7, 8	2	7		
Totals	2			12	46	2	4

The key features of the workshop included the following:

- The standard-setting process produced three cut scores (*Partially Meets Standard, Meets Standard*, and *Exceeds Standard*) per grade.
- There were two rounds per grade for all cut scores.
- Impact data (percentage of students reaching each cut score) were available in the second round.
- A computer was available for each panelist at the workshop. The standard-setting workshop was conducted online using AIR's online standard-setting tool.

1.1.2 Results of the Standard Setting

Figure 1 and Figure 2 display the Achievement Standard cuts recommended by the standard-setting panelists.

Figure 1. Achievement Standard Cuts Recommended for ELA

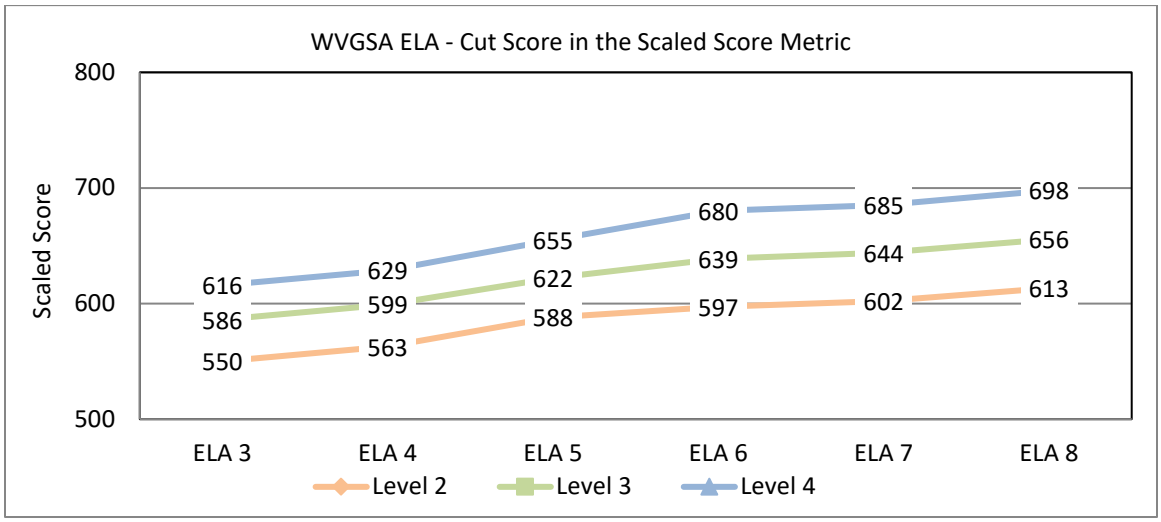


Figure 2. Achievement Standard Cuts Recommended for Mathematics

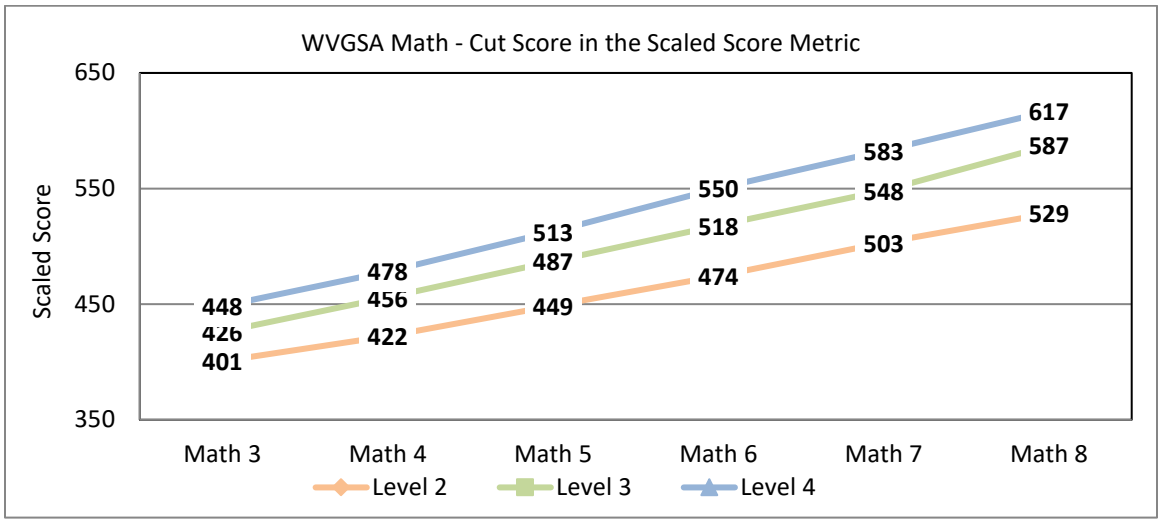
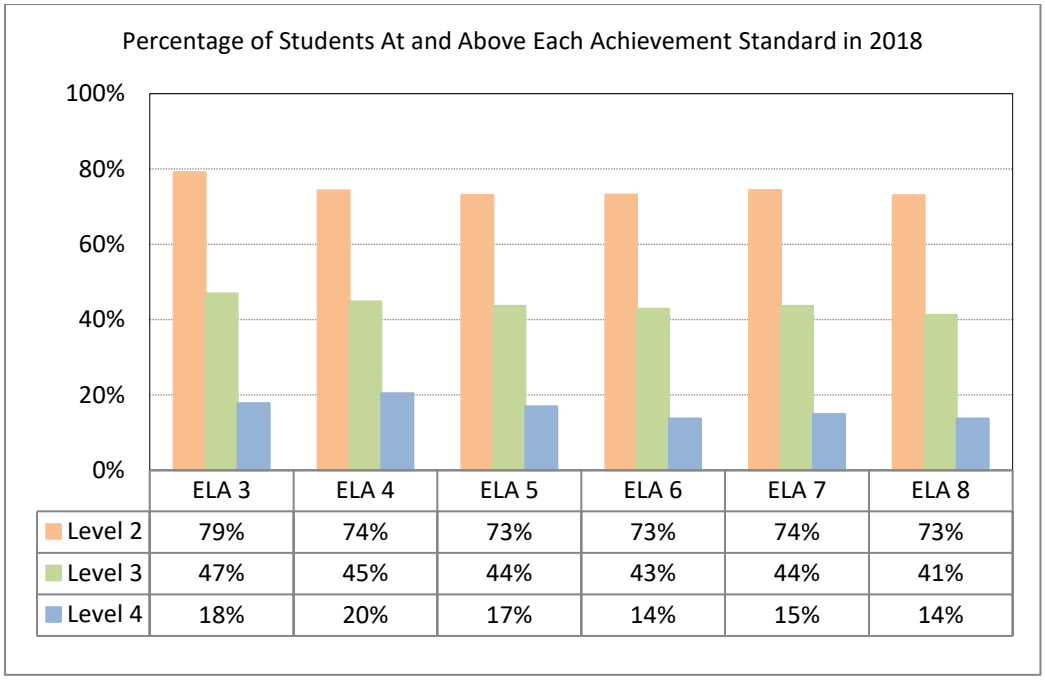


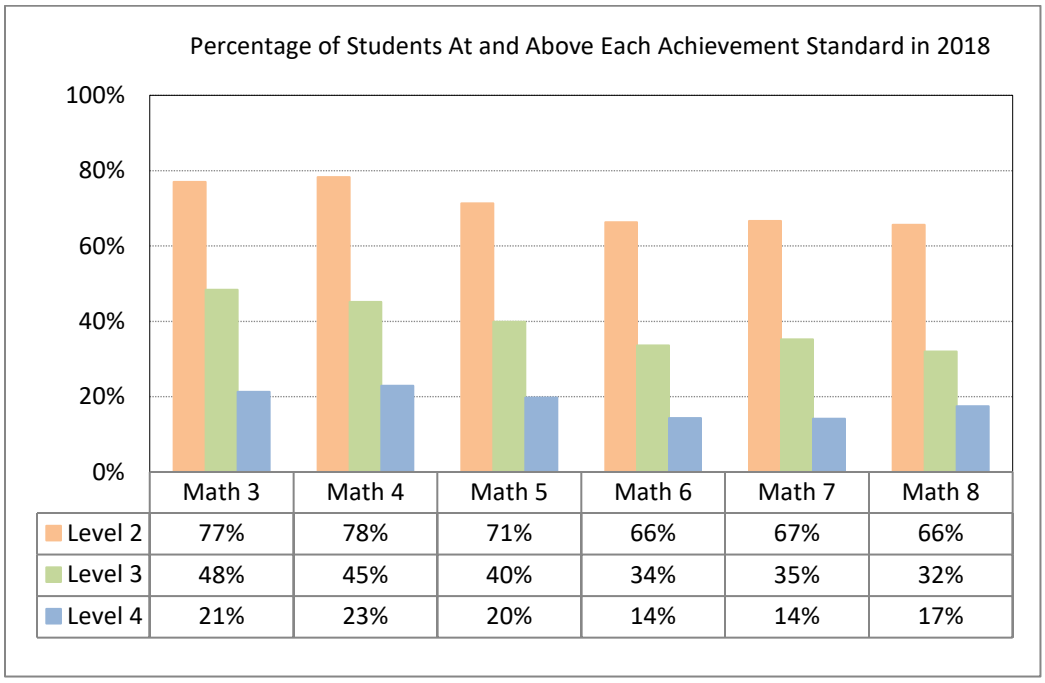
Figure 3 and Figure 4 indicate the percentage of students that we estimate would reach each of the Achievement Standard cuts in 2018.

Figure 3. Percentage of Students Reaching Each Achievement Standard in ELA



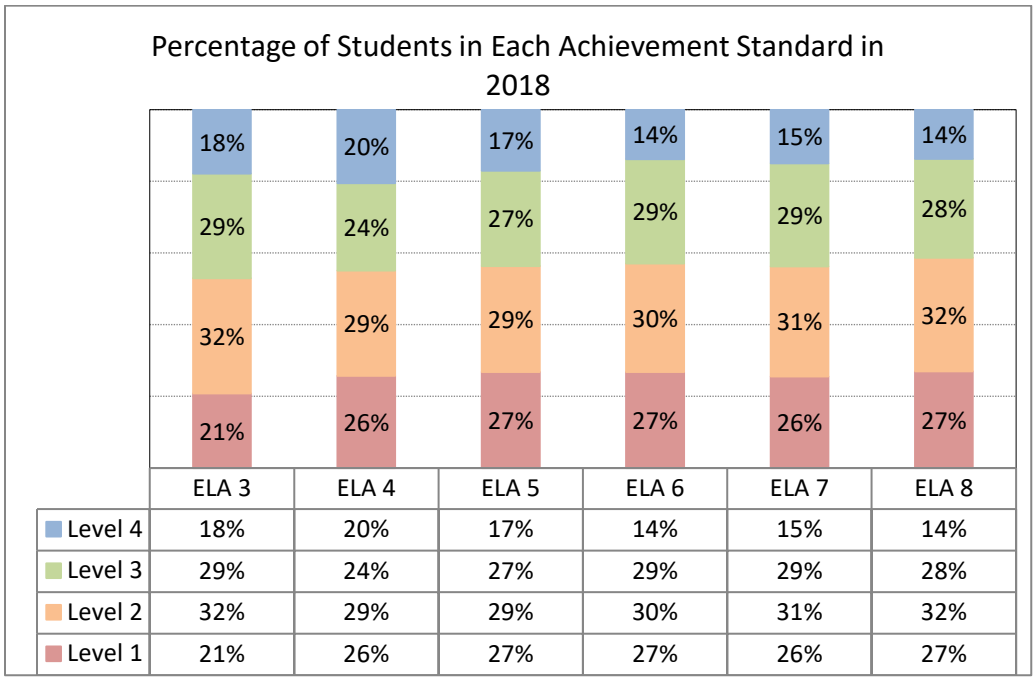
	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	ELA 8
Level 2	79%	74%	73%	73%	74%	73%
Level 3	47%	45%	44%	43%	44%	41%
Level 4	18%	20%	17%	14%	15%	14%

Figure 4. Percentage of Students Reaching Each Achievement Standard in Mathematics



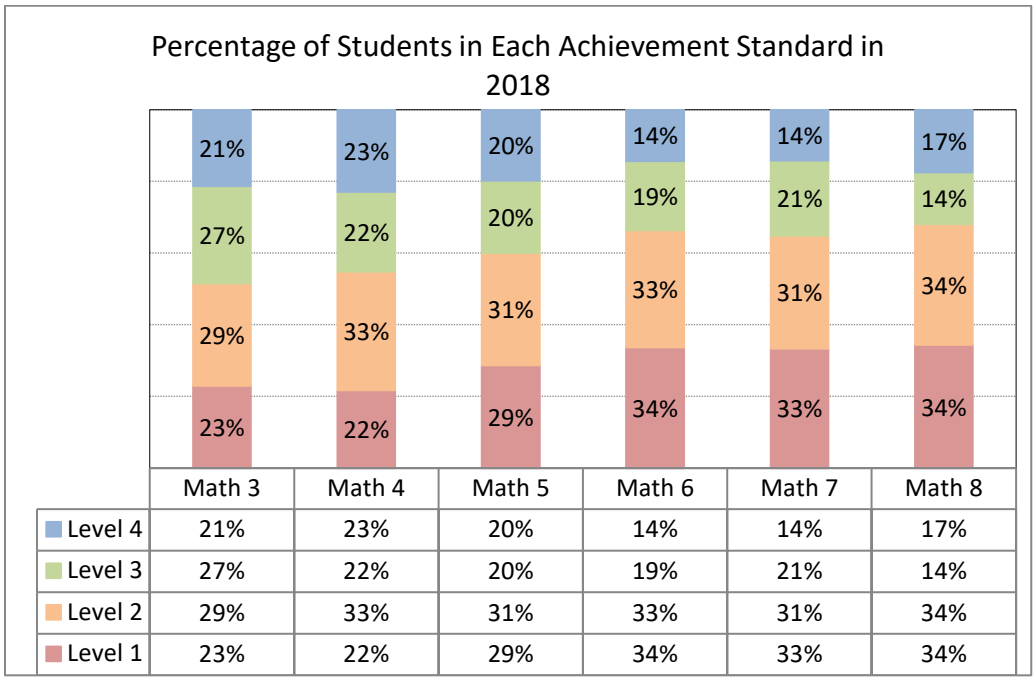
	Math 3	Math 4	Math 5	Math 6	Math 7	Math 8
Level 2	77%	78%	71%	66%	67%	66%
Level 3	48%	45%	40%	34%	35%	32%
Level 4	21%	23%	20%	14%	14%	17%

Figure 5. Percentage of Students Within Each Achievement Standard in ELA



	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	ELA 8
Level 4	18%	20%	17%	14%	15%	14%
Level 3	29%	24%	27%	29%	29%	28%
Level 2	32%	29%	29%	30%	31%	32%
Level 1	21%	26%	27%	27%	26%	27%

Figure 6. Percentage of Students Within Each Achievement Standard in Mathematics



	Math 3	Math 4	Math 5	Math 6	Math 7	Math 8
Level 4	21%	23%	20%	14%	14%	17%
Level 3	27%	22%	20%	19%	21%	14%
Level 2	29%	33%	31%	33%	31%	34%
Level 1	23%	22%	29%	34%	33%	34%

2. INTRODUCTION

The WVGSA are online, summative tests given toward the end of the school year to measure student performance on the state's content standards in ELA and mathematics in grades 3–8 and science in grades 5 and 8.

Recent innovations by the West Virginia Department of Education (WVDE) necessitated the re-establishment of performance standards used for accountability for the ELA and mathematics assessments. These include:

1. Creating and administering new tests
2. Adopting new test blueprints
3. Updating Achievement-Level Descriptors (ALDs) to describe student performance on the new tests

The WVDE contracted with AIR to establish recommended cut scores for ELA and mathematics in grades 3 through 8.[1] To fulfill this responsibility, AIR proposed a defensible, valid, and technically-sound method, provided training on standard setting to all participants, oversaw the process, computed real-time feedback data to inform the process, and produced a technical report documenting the methods, approach, process, and outcomes.

The purpose of this report is to document the process and resulting achievement standard recommendations for ELA and mathematics. Modifications to these recommendations based on additional stakeholder and policy-maker feedback obtained after the workshop, and technical

[1] Science achievement standards were set in a separate standard-setting workshop.

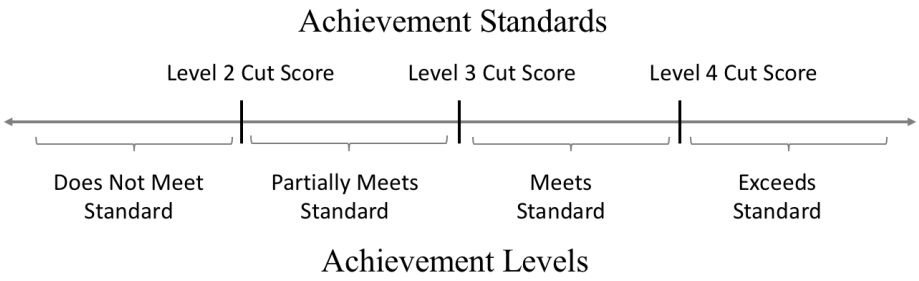
details of the final cut scores that will ultimately be approved by West Virginia, will be documented separately.

3. THE STANDARD SETTING PROCESS

Fifty-nine educators from West Virginia (30 for ELA and 28 for mathematics) convened at the Marriott Town Center in Charleston, WV, from June 12–14, 2018, to complete two rounds of standard setting to recommend three achievement standards in ELA and mathematics for grades 3 through 8.

Standard setting is the process used to define achievement on the WVGSA. These levels are: *Does Not Meet Standard, Partially Meets Standard, Meets Standard,* and *Exceeds Standard*. Achievement levels are defined by achievement standards, or cut scores, that specify how much of the content standards students must know and be able to do in order to meet the minimum for each achievement level. As shown in Figure 7, three achievement standards are sufficient to define four achievement levels.

Figure 7. Three Achievement Standards Defining West Virginia's Four Achievement Levels



The cut scores derive from the knowledge and skills measured by the test items that students at each achievement level are expected to be able to answer correctly.

3.1 THE BOOKMARKING METHOD

The Bookmark method of standard setting is well suited to support the establishment of cut scores on high-stakes tests. It is appropriate for tests like the WVGSA, which are scored using Item Response Theory (IRT) and that use mixed-type items (e.g., multiple-choice and short- or extended-response). This approach is appropriate for these types of tests and simplifies the decision process for panelists by allowing them to make the same judgment task for all items, regardless of item type. Because the Bookmark method directly relies on judgments made by expert panelists, panelists and stakeholders report high confidence in the outcomes. It has proven to be technically sound in litigation, and has been implemented by over 30 states, making it the most frequently used method of setting achievement standards on high-stakes state accountability assessments (Karantonis & Sireci, 2006; Mitzel, Lewis, Patz, and Green, 2001; Perie, 2005). For these reasons, WVDE chose to apply the Bookmark method to establish new performance standards.

The Bookmark method derives its name from the primary task required of panelists—the placement of a bookmark in an ordered-item booklet (OIB) to represent a cut score

recommendation. Over the course of two rounds of judgments, panelists recommended content-based cut scores using information from the Policy Descriptors, Target Student Descriptors, test content viewed in the OIBs, panelist discussions, and impact and benchmark data.[2]

3.2 WORKSHOP TECHNOLOGY

Panelists used AIR's online application for standard setting. From this application, panelists placed multiple rounds of bookmarks, reviewed the content alignment and score points for each item, and evaluated the impact that proposed cuts would have on students. Panelists also saw their own bookmarks, their table's bookmarks, the other tables' bookmarks, and the overall bookmarks for both tables. They were able to add notes and comments on the items as they reviewed them and examined reference and benchmark data onscreen following each round.

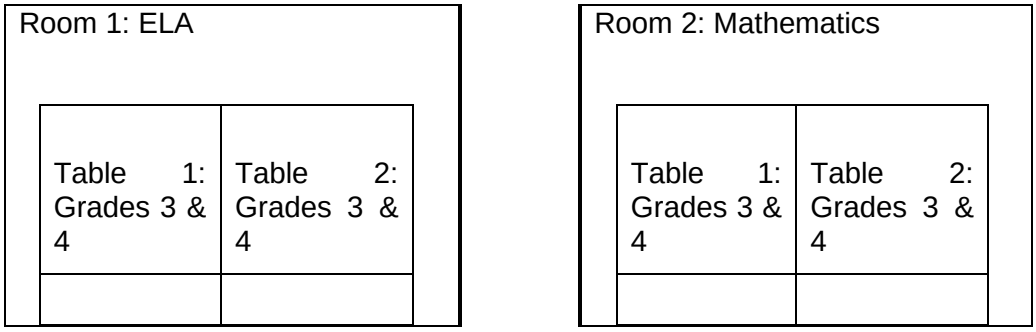
Each panelist used an AIR laptop or Chromebook to "take" the test, review items and ancillary materials, and place bookmarks.

A full-time AIR IT person oversaw laptop setup and testing, answered questions, and ensured that technological processes ran smoothly and without interruption throughout the meeting.

3.3 WORKSHOP STRUCTURE

One large meeting room served as the breakfast and lunch location and the all-participant training room. Two breakout rooms served as workspaces for the ELA and mathematics panels. As shown in Table 2, each of these rooms contained six tables, allowing for two tables per grade. Each table recommended achievement standards for two grades: an anchor grade (the even grades) and an adjacent grade (the odd grades).

Table 2. Room Structure



[2] AIR has implemented two rounds of standard setting as best practice for over 15 years. The approach has been approved by state Technical Advisory Committees and federal accountability peer reviewers. Panels typically converge in round 2 with only modest improvements in round 3, and the moderation session provides the opportunity for any necessary articulation that has not occurred after round 2. In addition to lessening panelist burden from repeating a cognitively demanding task for a third time, using two rounds also introduces significant cost efficiency by reducing the number of days needed for standard setting. This is especially true for alternate assessments, where the budget is tight. Panelists completing two rounds report levels of confidence in the outcomes that are similar to the confidence expressed by panelists participating in three rounds. Psychometric evaluation of the reliability and variability in results from two and three rounds are generally consistent. AIR has used two rounds in standard setting in over 12 states and 20 No Child Left Behind (NCLB)-approved assessments.

Table 3: Grades 5 & 6	Table 4: Grades 5 & 6
Table 5: Grades 7 & 8	Table 6: Grades 7 & 8

Table 3: Grades 5 & 6	Table 4: Grades 5 & 6
Table 5: Grades 7 & 8	Table 6: Grades 7 & 8

Table 3 summarizes the setup of the tables and the number of facilitators and panelists assigned to each. Because the table leaders also served as panelists, the total number of panelists was 58.

Table 3. Table Assignments

Panel	Grades	Table	Table Leaders	Panelists	Facilitator	Facilitator Assistants
ELA	3, 4	A	1	4	Diana Reed	Julie Benson Krista Bobbitt
	3, 4	B	1	4		
	5, 6	A	1	4		
	5, 6	B	1	4		
	7, 8	A	1	4		
	7, 8	B	1	4		
Mathematics	3, 4	A	1	4	Bernard Farley	Peter Pluckebaum David Gabel
	3, 4	B	1	4		
	5, 6	A	1	4		
	5, 6	B	1	3		
	7, 8	A	1	4		
	7, 8	B	1	3		
Totals	6	12	12	46	2	4

3.4 PARTICIPANTS AND ROLES

3.4.1 West Virginia Department of Education Staff

WVDE staff were present throughout the process and provided overall policy context and answered any policy questions that arose. Staff represented The Offices of Assessment, Special Education, and Early and Elementary Learning, and included:

- Dr. Vaughn Rhudy, Executive Director, Office of Assessment
- Dr. Stacey Murrell, Coordinator, Office of Assessment

- Sonja Phillips, Coordinator, Office of Assessment
- Jason Perdue, Coordinator, Office of Assessment
- Dr. Timothy Butcher, Coordinator, Office of Assessment
- Terri Sappington, Coordinator, Office of Assessment
- Rob Surface, Coordinator, Office of Assessment
- Carrie Christy, Secretary, Office of Assessment
- Joseph Mastracci, Coordinator, Office of Special Education
- Teresa Hammond, Assistant Director, Office of Early and Elementary Learning
- Charlotte Webb, Coordinator, Office of Early and Elementary Learning

3.4.2 AIR Staff

AIR facilitated the workshop and each of the content-area rooms, provided psychometric and statistical support, and oversaw technical set-up and logistics. AIR team members included:

- Dr. Gary Phillips, Vice President and Institute Fellow
  - Dr. Phillips facilitated and oversaw the workshop. He provided training to all participants, including the facilitators, the table leaders, and all participants, and he supervised the psychometric analyses conducted during and after the workshop.
- Mark Lewis, Senior Program Manager; Alicja Kania, Project Coordinator
  - Managed the process throughout the meeting.
- Kevin Dwyer, Senior Director of Test Development; Julie Benson, Senior Manager of Test Development
  - Floated and provided senior-level support as needed.
- Dr. Ahmet Turhan, Lead Psychometrician
  - Provided psychometric analysis.
- Patrick Kozak, Psychometric Support Manager
  - Oversaw the set-up of technology.
- Kathryn Conway and Samantha Grom, Psychometric Support Assistants
  - Floated among tables and provided support as needed.
- Michael Dao, System Support Agent
  - Set up, tested, and troubleshot technology during the workshop.

AIR provided a mathematics facilitator, an ELA facilitator, and two assistant facilitators per subject to guide the standard-setting process in each room. Facilitators were content experts who were experienced in leading standard-setting processes and could answer questions about the process, the items, or what the items are intended to measure. They also monitored time and motivated panelists to complete tasks within the scheduled time.

- Dr. Diana Reed, Senior Manager of Test Development, served as ELA facilitator
- Krista Bobbitt, Senior Manager of Test Development, and Allison Hahn, Test Developer, served as ELA facilitator assistants.
- Bernard Farley, Test Developer, served as mathematics facilitator.
- Peter Pluckebaum, Test Developer, and David Gabel, Senior Test Developer, served as mathematics facilitator assistants.

Prior to the workshop, it was necessary to ensure that each facilitator was extensively knowledgeable of the constructs, processes, and technologies used in standard setting. Thorough

training is essential to standardize the training and procedures across the grade/subject committees. All facilitators participated in a full-day standard-setting process training and a technology training prior to each workshop.

3.4.3 Table Leaders

Table leaders were pre-selected from the panelist participant pool by WVDE for their specialized knowledge or experience with the assessment, items, or standards. They received training as a group early in the morning of the first day, and they then trained the panelists assigned to their tables. Table leaders also served as panelists and set individual cut scores.

As with room facilitators, it was necessary to ensure that each table leader was knowledgeable of the constructs, processes, and technologies used in standard setting and could adhere to a standardized process across the grade/subject committees. Table leader training consisted of an overview of their responsibilities and some process guidance. They ensured that secure materials did not leave the room, that no one at their table used their cell phones, and that conversations throughout the process were effective and respectful.

3.4.4 Educator Participants

To set the bookmarks, WVDE recruited a diverse set of participants from across the state. Panelists included curriculum specialists, education administrators, teachers, and other stakeholders such as parents and college faculty, to ensure that a diverse range of perspectives contributed to the standard-setting process and product. In recruiting panelists, WVDE targeted the recruitment of participants to be representative of the gender and geographic representation of the teacher population found in West Virginia. Participants represented 27 West Virginia counties. Table 4 summarizes characteristics of the panels and provides additional information about the individuals participating in the standard-setting workshop.

Table 4. Panelist Characteristics

	ELA			**Mathematics**		
	G3/4	**G5/6**	**G7/8**	**G3/4**	**G5/6**	**G7/8**
Male	10%	0%	0%	20%	20%	30%
Non-White	0%	0%	10%	10%	0%	0%
District Size:						
Large	20%	11%	22%	20%	22%	56%
Medium	50%	44%	33%	50%	33%	13%
Small	30%	44%	44%	30%	44%	13%
District Urbanicity:						
Urban	20%	11%	0%	20%	11%	0%
Suburban	40%	11%	44%	20%	33%	38%
Rural	40%	78%	56%	60%	56%	50%

	ELA			Mathematics		
	G3/4	G5/6	G7/8	G3/4	G5/6	G7/8
Stakeholder Group:						
Educator	90%	70%	70%	70%	78%	70%
Administrator	0%	20%	10%	20%	22%	10%
Coach	0%	0%	0%	10%	0%	0%
Specialist	0%	0%	0%	0%	0%	0%
Other	10%	10%	20%	0%	0%	20%

For results of the Bookmark method to be valid, judgments must be made by individuals who are qualified to make them. Participants in the West Virginia standard-setting workshop were highly qualified. They brought a variety of expertise in instruction, curriculum, assessment, and special student populations. They also represented a range of stakeholders, such as educators, administrators, parents, and college faculty. Table 5 summarizes the qualifications of the panelists.

Table 5. Panelist Qualifications

	ELA			Mathematics		
	G3/4	G5/6	G7/8	G3/4	G5/6	G7/8
Years Teaching Experience:						
5 Years or Less	40%	20%	30%	20%	11%	20%
6 to 10 Years	10%	40%	40%	30%	11%	20%
11 years or More	50%	40%	30%	50%	78%	60%
Years Professional Experience:						
5 Years or Less	80%	80%	80%	70%	56%	70%
6 to 10 Years	10%	20%	10%	0%	11%	10%
11 years or More	10%	0%	10%	30%	33%	20%
Highest Degree Earned:						
Bachelor's		30%	0%	0%	11%	20%
Master's	80%	60%	100%	100%	67%	80%
Doctorate	0%	10%	0%	0%	0%	0%
Other	0%	0%	0%	0%	22%	0%
Experience with ELLs	10%	40%	20%	30%	11%	50%
Experience with SWDs	80%	70%	80%	80%	89%	60%
Experience with Low-SES Students	70%	70%	70%	90%	89%	70%

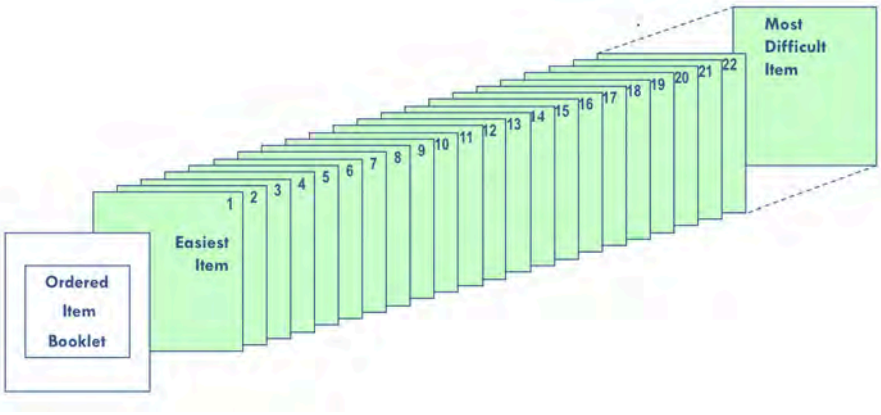
Abbreviation Key: English Language Learners (ELLs), Students with disabilities (SWDs), Socio-economic Status (SES)

3.5 MATERIALS

3.5.1 Ordered-Item Booklets

The Bookmark method utilizes OIBs as the key tool for setting standards. OIBs contain sets of test item scores ordered by difficulty for each grade and subject. Each page of the online OIB presents a single item score, with the easier item scores located in the front of the OIB and the more difficult item scores in the back of the OIB. Item difficulty, and thus item ordering, is determined by analyses of actual student performance on the items. Panelists use the OIBs to place bookmarks that identify sets of item scores that students meeting each standard should be able to obtain. Each page of the OIB corresponds to an overall test cut score; thus, when panelists place their "bookmarks" for each achievement level, they are in fact selecting achievement standards for the achievement levels.

Figure 8. Ordered-Item Booklet (OIB)



Some items, such as those for writing, provide multiple score points on a test; these items are presented on multiple pages in the OIB, one page for each possible score point. The number of pages in the OIB equals the number of score points in the OIB, not the number of items. For West Virginia, the OIBs were 80 pages for mathematics and ranged from 63 to 65 pages for ELA.

Writing items are scored on three dimensions: Statement of Purpose/Focus and Organization, Evidence/Elaboration, and Conventions/Editing. Because students can earn from 2 to 10 points on these items, they are presented in the OIB eight times – once for each possible score point. For each score point, the OIB provides the scoring rubric and a typical student response for that score.

3.5.2 West Virginia's College and Career Readiness Content Standards

West Virginia's College and Career Readiness Standards (WVCCRs) were revised in 2016. WVDE provides the content standards on their website at: http://wvde.state.wv.us/policies/.

3.5.3 Achievement Level Descriptors

A prerequisite to standard setting is to determine the nature of the categories into which students are classified. These categories, called Achievement Levels, are associated with Achievement-Level Descriptors (ALDs). ALDs link the College and Career Readiness Standards to the achievement standards. There are four types of ALDs:

1. Policy ALDs: General descriptions of each achievement level that are generally brief and do not vary across grade or content area
2. Range ALDs: Detailed grade- and content area-specific descriptions of exactly what students performing at each level know and can do
3. Target ALDs: Generally created for standard setting only, and not generally disseminated, these describe what a student barely scoring into each achievement level knows and can do.
4. Reporting ALDs: Much abbreviated Target ALDs (typically 350 or fewer characters) used to describe student performance on score reports

West Virginia uses four achievement levels to describe student performance: *Does Not Meet Standard, Partially Meets Standard, Meets Standard,* and *Exceeds Standard*.

When developing ALDs for the WVGSA, AIR started with the Common Core State Standards in mathematics and English language arts/literacy (ELA/L). High-level policy ALDs were written first, to clearly define what it means at the achievement level to be college and career ready. Then, AIR adapted these policy ALDs to each achievement level, describing what a student's achievement would look like at each point on the continuum.

With policy ALDs in place, range ALDs were written for each assessed standard. AIR started with the language of the standard as the achievement level, adapting it to show how the performance of a student would differ at the *Exceeds Standard*, *Partially Meets Standard*, and *Does Not Meet Standard* levels. As AIR moved toward the *Exceeds Standard* level in ELA, for example, language like "complex inference" was used, rather than simply "inference" to indicate that higher-performing students would be expected to read and draw conclusions from more complex texts. These range ALDs offer observable evidence of student achievement within each standard, and they change and become more (or less) sophisticated across achievement levels.

Once the range ALDs for a single grade were completed, the process of writing ALDs for the other grades began, keeping in mind the ways in which language was adapted for the grades above and below each grade. When all the ALDs were drafted, senior reviewers at AIR reviewed the ALDs across all grades to ensure a clear vertical articulation from grade to grade.

With the ALDs in place, West Virginia state standards were reviewed to identify any standards that differed from the Common Core State Standards. In cases where the standards differed, a unique range ALD was written to represent that standard.

WVDE then reviewed the ALDs to ensure that the language accurately represented the goals and policies of their state. AIR worked with them to make revisions where necessary.

During the first day of each round of standard setting, groups of educators familiar with students and the subject matter drafted target ALDs describing what students should know and be able to do to score within each of the achievement levels. WVDE will update, adopt, and disseminate the final policy, range, target, and reporting ALDs after completion of the standard setting.

3.6 EVENTS

The standard-setting workshops occurred over three days. Table 6 summarizes each day's events, each of which is described in greater detail throughout this section. Appendix B provides the full workshop agenda.

Table 6. Standard Setting Agenda Summary

Day 1: Tuesday, June 12	Day 2: Wednesday, June 13	Day 3: Thursday, June 14
• Welcome and introductions • Table leader training • Orientation to task and bookmark training • Take the test • Review content standards • Review range ALDs and produce target ALDs	• Review RP50 • Practice placing bookmarks • Standard setting readiness evaluation • Round 1 bookmark placement (G 4, 6 & 8) • Round 1 feedback • Round 2 bookmark placements (G 4, 6 & 8) • Round 2 feedback and discussion • Anchor grade Moderation, if necessary • Review Range ALDs for adjacent grades (G 3, 5 & 7) • Produce target ALDs (G 3, 5 & 7) • Review adjacent grade OIB (G 3, 5 & 7)	• Round 1 bookmark placement (G 3, 5 & 7) • Round 1 feedback • Round 2 bookmark placements (G 3, 5 & 7) • Round 2 feedback and discussion • Standard setting workshop evaluations • Final moderation • Revise ALDs, if necessary

3.6.1 Orientation

Dr. Vaughn Rhudy (Executive Director, Office of Assessment, WVDE) and Dr. Gary Phillips (Vice President and Institute Fellow, American Institutes for Research) welcomed panelists to the workshop.

Dr. Phillips described the purpose and objectives of the meeting, went over the process planned to meet those objectives, and outlined the events that would happen each day. He summarized responsibilities for the three groups of people at the workshop: panelists, AIR, and WVDE. He explained that panelists had been selected because they were experts, and that the process to be implemented over the three days was designed to elicit and apply their expertise to recommend new cut scores. He described how standard setting works and what would happen once the panelists had finalized their recommendations.

3.6.2 Confidentiality and Security

Standard setting uses live operational test items, which requires confidentiality to maintain item security. Participants were NOT to do the following during and after the workshop:

- Discuss the test items outside of the meeting
- Remove any secure materials from the room on breaks or at the end of the day
- Discuss judgments or cut scores (theirs or others) with anyone outside of the meeting
- Discuss secure materials with non-participants

- Use cell phones in the meeting rooms
- Take notes on anything other than provided materials
- Bring any other materials to the workshop

Participants could have general conversations about the process and days' events, but could not discuss details, particularly those involving items, cut scores, and any other confidential information.

3.6.3 Take the Test

Following the large-group training, panelists broke out into the ELA or mathematics rooms, where they took a form of the same test that WV students took in 2018, in the subject area and grade to which they were assigned. They took the test online via the same test engine used to deliver operational student tests, and the testing environment closely matched that of students when they took the test. While testing, panelists were not to discuss the items, hold any conversations, or access their phones.

Taking the same test as students do provides the opportunity to interact with and become familiar with the test items, and the look and feel of the student experience while testing.

3.6.4 Review Content Standards, Draft ALDs, and Draft Target ALDs

After completing the test, panelists completed a thorough review of the West Virginia College and Career Readiness Standards and ALDs for each grade in their subject area. They identified key words and skills necessary for performance in each level as well as the skills and knowledge that differentiated performance in each of the four levels. Reviewing the content standards ensured that participants understood what students in West Virginia are expected to know and be able to do, while reviewing the achievement standards ensured that they understood how much knowledge and skill students are expected to demonstrate at each level of achievement. After reviewing and discussing the ALDs, panelists worked in their table groups to draft target ALDs for grades 4, 6, and 8.

3.6.5 Bookmark Placement

Bookmark Placement Training

The objective of standard setting is aspirational; to identify what all students *should* know and be able to do, not what they *actually* know and can do. To accomplish this, panelists think about the target ALDs that describe students just barely meeting each achievement level, as they review the OIBs.

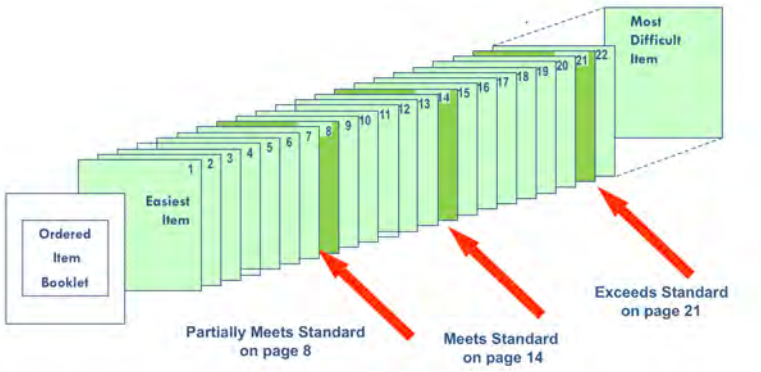
Panelists applied a .5 response probability rule (RP50) when placing bookmarks. This rule requires panelists to identify the page in the OIB where, of students who just barely meet the standard (those described by the target ALDs), 50% should be able to get the item on that page correct. The explanation of RP50 provided to panelists was as follows:

> *"Of 100 students who are just barely at the standard, what percent would get this item correct?"*

These "just barely" students are more likely to be able to correctly answer items at the beginning of the OIB and are less likely to be able to correctly answer items toward the end of the OIB. As panelists work through the OIB, they will come across an item score, or small group of item scores, where they think about half of the "Just Barely *Meets Standard*" student (for example) would get that item score. Items before that place in the OIB are items that more than half of the "Just Barely *Meets Standard*" students would answer correctly. Beyond that point in the OIB are items that less than half of these "Just Barely" students would answer correctly. Panelists place their bookmark on the first page in the OIB where they believe the "Just Barely *Meets Standard*" student would NOT have at least a 50% chance of answering correctly. Panelists repeated this process for the "Just Barely *Partially Meets Standard*" student and the "Just Barely *Exceeds Standard*" student. Figure 9 displays this process graphically.

Typically, the probability used in standard setting is .67 (Huynh, 1994). However, because West Virginia's items were of greater difficulty than is typical, the probability was lowered to .50 to prevent panelists from setting the first cut score on the lowest-difficulty items on the test.[3]

Figure 9. Example Bookmark Placement



Workshop leaders advised panelists that while some items may seem out of order, they are ordered by item score difficulty, which is computed from actual student performance on the items, and not by item content or cognitive process. The ordering of item scores in the OIB does not follow the sequence of instruction or the order of item presentation on the test. Finally, panelists were reminded to not set standards for individual students they knew, or for their classrooms, but to set them for all students across the state.

Panelists were not to place their bookmark on any item that they disagreed with or felt was incorrect or unfair. To keep panelists focused on the standard-setting task, and not on item critique, questions and comments related to items were submitted to workshop facilitators and WVDE for review.

Bookmark Placement Practice Round

The purpose of the practice round was to ensure that panelists were comfortable with the technology and item types prior to setting any actual bookmarks. On the morning of the second day, panelists practiced placing a series of cut scores. They used an abbreviated OIB designed to

[3] This approach has been taken by other high-stakes tests, such as the Smarter Balanced Assessment Consortium (see Cizek & Koons, 2014)).

give them an understanding of the bookmarking process and how to set cut scores using AIR's online tool. Panelists asked questions and the room facilitators provided clarifications and further instructions until everyone had completed the practice round.

Bookmark Placement Readiness Assessment

Prior to placing round 1 and round 2 bookmarks, panelists completed a readiness assessment. In order to place bookmarks in either round of the workshop, every panelist had to pass the readiness assessment. All panelists demonstrated understanding of the task sufficient to pass the readiness assessment. Had any panelist not passed, they would not have been able to participate in the remainder of the workshop.

Round 1 Bookmark Placement

In round 1, panelists set bookmarks based on the difficulty and content of items for "Meets Standard," then for "Partially Meets Standard," and lastly, for "Exceeds Standard." Cut scores were set on day two for the even grades 4, 6, and 8, and on day three for grades 3, 5, and 7. Each panelist independently placed their own bookmark. The median of the individual bookmarks across each table and grade level became the round 1 cut score.

Round 1 results for ELA were well articulated. Table 7 presents the bookmarks, associated impact data, and benchmark data for 2017 from round 1. Benchmark data describes what achievement level on last year's WVGSA would be associated with the round 1 cut scores had they been in place in 2017.

Table 7. Round 1 Results: ELA

Grade /Table	Round 1 Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
G3	17	37	55	73	41	7	PM	M	E
1	18	38	53	73	38	7	PM	M	E
2	17	37	59	73	41	4	PM	M	E
G4	15	31	52	74	50	12	DNM	PM	E
1	15	31	50	74	50	16	DNM	PM	E
2	15	28	53	74	52	11	DNM	PM	E
G5	19	36	52	71	44	8	PM	PM	E
1	20	35	52	70	44	8	PM	PM	E
2	18	36	54	71	44	7	PM	PM	E
G6	17	32	53	73	47	14	DNM	PM	E
1	17	33	52	73	47	14	DNM	PM	E
2	16	30	59	76	51	5	DNM	PM	E

Grade /Table	Round 1 Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
G7	15	30	50	66	44	15	PM	M	E
1	16	30	49	65	44	15	PM	M	E
2	14	30	51	71	44	13	PM	M	E
G8	20	40	53	62	41	14	PM	PM	M
1	18	37	52	65	41	14	PM	PM	M
2	21	45	53	62	30	14	PM	M	M

Note. The grade-level rows provide room data (summarized across both tables). Achievement Level Abbreviation Key: Does Not Meet Standard (DNM), Partially Meets Standard (PM), Meets Standard (M), Exceeds Standard (E).

Round 1 results for mathematics were equally well articulated. Table 8 presents the bookmarks, associated impact data, and benchmark data. Appendix D. displays the results of round 1 results graphically.

Table 8. Round 1 Results: Mathematics

Grade /Table	Round 1 Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
G3	20	41	64	72	48	21	PM	PM	M
1	20	35	56	72	56	29	PM	PM	M
2	19	41	64	73	48	21	PM	PM	M
G4	20	42	67	80	55	23	PM	PM	M
1	21	40	70	78	57	19	PM	PM	E
2	19	44	63	82	51	25	PM	PM	M
G5	23	55	68	71	38	23	DNM	PM	M
1	24	47	65	69	44	25	DNM	PM	M
2	23	61	73	71	32	19	DNM	M	M
G6	17	31	57	68	55	24	DNM	PM	M
1	15	32	66	75	54	14	DNM	PM	E
2	19	31	50	65	55	30	DNM	PM	M
G7	20	45	64	64	37	19	PM	PM	M
1	20	49	63	64	35	21	PM	M	M

Grade /Table	Round 1 Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
2	20	44	65	64	37	19	PM	PM	M
G8	19	37	63	72	51	17	DNM	PM	M
1	23	42	62	69	45	17	DNM	PM	M
2	10	27	66	81	64	14	DNM	PM	M

Note. The grade level rows provide room data (summarized across both tables). Achievement Level Abbreviation Key: Does Not Meet Standard (DNM), Partially Meets Standard (PM), Meets Standard (M), Exceeds Standard (E).

After placing the round 1 bookmarks, workshop facilitators provided panelists with additional instruction for placing the round 2 bookmarks. First, they described the goal of round 2 as one of convergence, not consensus, on a common achievement standard. A second goal was articulation of bookmarks across grades. Panelists reviewed and discussed example sets of cut scores across grades 3–8, showing multiple ways of disarticulation until they understood why articulation was important and should be a consideration in placing the round 2 bookmarks.

Workshop facilitators also provided panelists with additional information to inform panelist judgments in round 2. This included the round 1 cut scores placed by other members of their own table, the median round 1 bookmark from the other grade-level table, and the median round 1 bookmark overall, across both tables. This also included the impact data showing the percentage of students who would score at or above each achievement level given the bookmarks set in round 1 and the benchmark data describing what achievement level on last year's WVGSA would be associated with the round 1 cut scores had they been in place in 2017.

This information was to inform, but not determine, panelists' round 2 decisions. They discussed this information and the impact that round 1 cut scores may have on West Virginia students before placing round 2 bookmarks.

Panelists considered and discussed the benchmark data, impact data, and articulation associated with the median round 1 bookmark. This information informed placement of the round 2 cut scores.

Round 2 Bookmark Placement

After discussing the feedback data, impact data, and articulation needs associated with the round 1 bookmarks, panelists independently placed round 2 bookmarks.

Table 9 provides the round 2 ELA bookmarks, impact data, and benchmark data. Benchmark data describes what achievement level on last year's WVGSA would be associated with the round 2 cut scores had they been in place in 2017.

Table 9. Round 2 Results: ELA

Grade /Table	Round 2 Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
G3	17	33	51	73	47	10	PM	M	E
1	16	33	51	79	47	10	DNM	M	E
2	17	33	51	73	47	10	PM	M	E
G4	15	38	53	74	45	11	DNM	PM	E
1	15	38	53	74	45	11	DNM	PM	E
2	15	38	53	74	45	11	DNM	PM	E
G5	17	36	51	73	44	10	DNM	PM	E
1	19	36	51	71	44	10	PM	PM	E
2	15	36	51	76	44	10	DNM	PM	E
G6	17	36	53	73	43	14	DNM	M	E
1	17	36	53	73	43	14	DNM	M	E
2	17	36	55	73	43	12	DNM	M	E
G7	12	30	50	74	44	15	PM	M	E
1	12	30	50	74	44	15	PM	M	E
2	12	30	50	74	44	15	PM	M	E
G8	20	37	53	62	41	14	PM	PM	M
1	20	37	53	62	41	14	PM	PM	M
2	20	42	53	62	36	14	PM	M	M

Note. The grade level rows provide room data (summarized across both tables). Achievement Level Abbreviation Key: Does Not Meet Standard (DNM), Partially Meets Standard (PM), Meets Standard (M), Exceeds Standard (E).

Table 10 provides the round 2 mathematics bookmarks, impact data, and benchmark data.

Table 10. Round 2 Results: Mathematics

Grade /Table	Round 2 Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
G3	18	40	64	74	50	21	DNM	PM	M
1	17	35	63	77	56	23	DNM	PM	M

Grade /Table	Round 2 Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
2	19	41	64	74	48	21	PM	PM	M
G4	19	42	67	82	55	23	PM	PM	M
1	19	40	70	82	57	19	PM	PM	E
2	19	44	63	82	51	25	PM	PM	M
G5	23	48	70	71	44	23	DNM	PM	M
1	23	47	69	71	44	23	DNM	PM	M
2	23	48	70	71	43	23	DNM	PM	M
G6	18	43	66	66	40	14	DNM	PM	E
1	18	40	66	66	43	14	DNM	PM	E
2	18	46	66	66	36	14	DNM	PM	E
G7	15	45	70	67	37	14	PM	PM	M
1	17	48	68	65	36	15	PM	PM	M
2	14	44	70	71	37	14	PM	PM	M
G8	22	46	63	69	38	17	DNM	PM	M
1	23	46	63	69	38	17	DNM	PM	M
2	18	43	63	73	41	17	DNM	PM	M

Note. The grade-level row provides the room (cross-table) data. Achievement Level Abbreviation Key: Does Not Meet Standard (DNM), Partially Meets Standard (PM), Meets Standard (M), Exceeds Standard (E).

Cross-Grade Articulation (Moderation)

Achievement standards for a statewide system must be coherent across grades and subjects. There should be no irregular peaks and valleys, and they should be orderly across subjects with no dramatic differences in expectation. On the last day of the workshop, table facilitators and panelists met to discuss and resolve any issues or needs related to cross-grade articulation. WVDE and AIR psychometricians met to review round 2 achievement standards and the associated impact data from a policy perspective and noted the following for the mathematics and ELA panelists to discuss.

The ELA standards were very well-articulated, although the grade 3 and grade 8 cut scores for "Partially Meets" were relatively high compared to the other grades. Workshop leaders asked panelists to revisit those cut scores to see if they still agreed with the bookmark placement or if, after considering the policy perspective, they recommended a lower standard.

The Mathematics standards were also well-articulated across grades, and as with ELA, the grade 3 and grade 8 "Partially Meets" Mathematics cut scores were relatively high when compared to

the other grades. Additionally, the cut scores describing the "Meets Standard" seemed low across all grades when comparing impact data to historical test performance.

Recommended Cut Scores

Given the policy feedback, the panelists reconsidered the achievement standards and made minor adjustments to the bookmarks. Table 11, Table 12, Figure 10, and Figure 11 describe the panelists' final recommended cut scores.

Table 11. Final Recommended Cut Scores: ELA

Grade	Final Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
G3	16*	33	51	79*	47	10	DNM*	M	E
G4	15	38	53	74	45	11	DNM	PM	E
G5	17	36	51	73	44	10	DNM	M	E
G6	17	36	53	73	43	14	DNM	M	E
G7	12	30	50	74	44	15	PM	M	E
G8	15*	37	53	73*	41	14	DNM*	PM	M

Note. The grade-level rows provide room data (summarized across both tables). Achievement Level Abbreviation Key: Does Not Meet Standard (DNM), Partially Meets Standard (PM), Meets Standard (M), Exceeds Standard (E).

** Bookmarked page changed from round 2*

Figure 10. Final Recommended ELA Cut Scores: Percentage in Achievement Levels

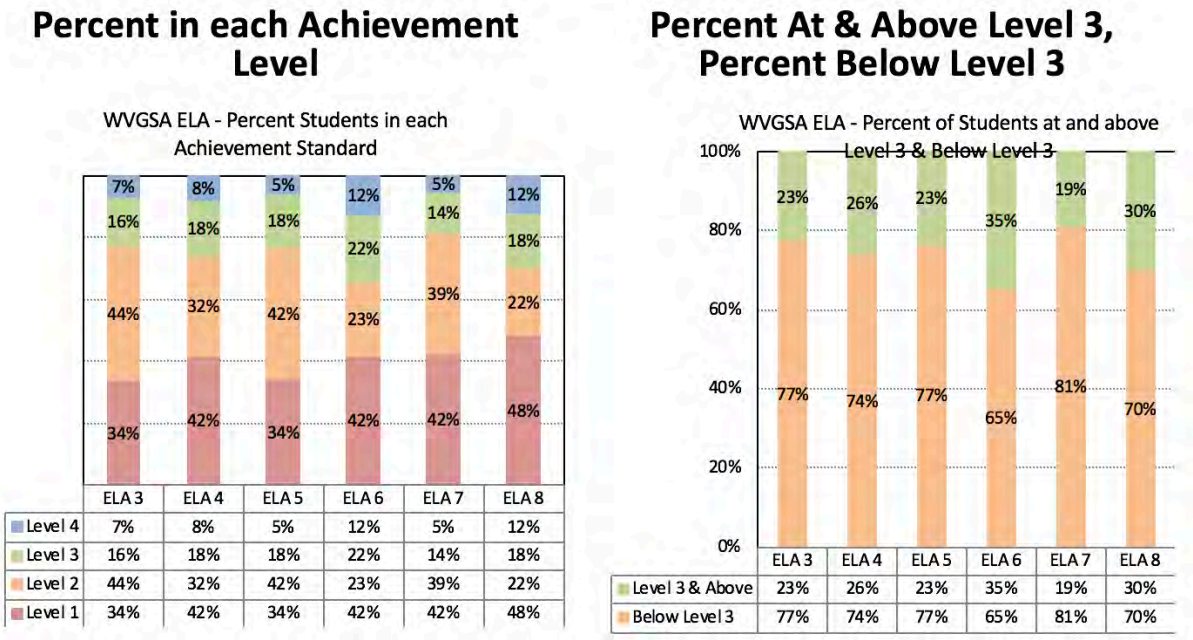


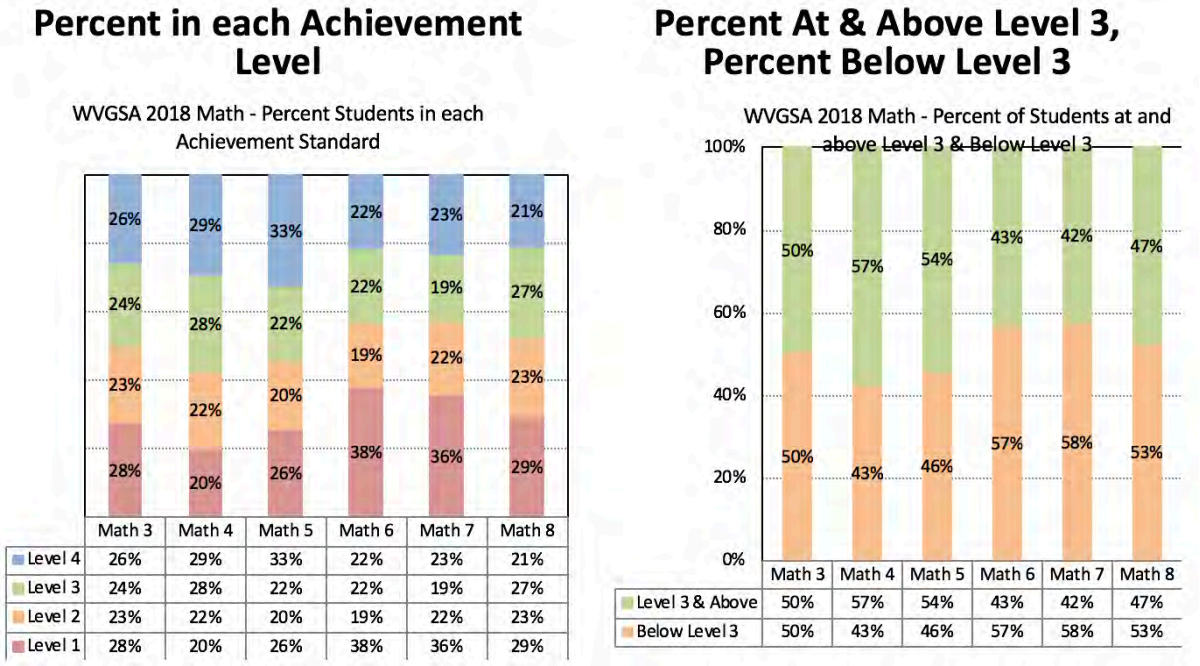
Table 12. Final Recommended Cut Scores: Mathematics

Grade	Final Bookmark (Page #)			Impact Data (Percentage at or above)			Benchmark Data (Comparable 2017 Achievement Level)		
	PM	***M***	***E***	***PM***	***M***	***E***	***PM***	***M***	***E***
G3	17*	41*	64	77*	48*	21	DNM*	PM*	M
G4	22*	48*	67	78*	45*	23	PM*	M*	M
G5	23	53*	72*	71	40*	20*	DNM	PM*	M*
G6	18	48*	66	66	34*	14	DNM	PM*	E
G7	15	49*	70	67	35*	14	PM	M*	M
G8	25*	49*	63	66*	32*	17	DNM*	M*	M

Note. The grade-level rows provide room data (summarized across both tables). Achievement Level Abbreviation Key: Does Not Meet Standard (DNM), Partially Meets Standard (PM), Meets Standard (M), Exceeds Standard (E).

**Bookmarked page changed from round 2*

Figure 11. Final Recommended Mathematics Cut Scores: Percentage in Achievement Levels



	Math 3	Math 4	Math 5	Math 6	Math 7	Math 8
Level 4	26%	29%	33%	22%	23%	21%
Level 3	24%	28%	22%	22%	19%	27%
Level 2	23%	22%	20%	19%	22%	23%
Level 1	28%	20%	26%	38%	36%	29%

	Math 3	Math 4	Math 5	Math 6	Math 7	Math 8
Level 3 & Above	50%	57%	54%	43%	42%	47%
Below Level 3	50%	43%	46%	57%	58%	53%

Final cut scores were determined by the West Virginia Department of Education, based on the recommendations provided by panelists during the standard-setting meeting. These cuts reflect the collective thinking of the state's Pre-Standard Setting Advisory Committee, which met in May 2018 prior to the standard-setting workshop.

3.6.6 Workshop Evaluations

After finishing all activities, panelists completed online meeting evaluations independently, in which they described and assessed their experience taking part in the standard setting using the Bookmark method.

Workshop participants overwhelmingly indicated clarity in the instructions, materials, data, and process (see Table 13).

Table 13. Evaluations: Clarity of Materials and Process

Please rate the clarity of the following components of the workshop.	**Percentage Somewhat Clear or Very Clear**	
	ELA	**Mathematics**
Instructions provided by the Workshop Leader	97%	100%
Achievement-Level Descriptors (ALDs)	94%	100%
Ordered-Item Booklet (OIB)	100%	100%
Panelist agreement data	97%	100%

Please rate the clarity of the following components of the workshop.	Percentage Somewhat Clear or Very Clear	
	ELA	Mathematics
Impact data (percentage of students who would achieve at the level indicated by the OIB page)	100%	100%

Note. Number of responses = 58. Evaluation options included "Very Clear," "Somewhat Clear," "Somewhat Unclear," and "Very Unclear."

Participants felt they had enough time to complete all activities. In fact, many indicated having too much time to complete some tasks (see Table 14). Nearly half reported that the orientation could have been shorter, and many also reported having had more than enough time to place bookmarks and take the test. The second largest response for all reported percentages was having "Too Much" time for each activity. Less than 2% reported having "Too Little" time for any activity.

Table 14. Evaluations: Appropriateness of Process

How appropriate was the amount of time you were given to complete the following components of the standard setting process?	Percentage About Right	
	ELA	Mathematics
Large group orientation	64%	56%
Experiencing the online assessment	71%	85%
Review of the Achievement-Level Descriptors (ALDs)	97%	93%
Discussion of the skills demonstrated by students who are "just barely" described by each ALD	81%	100%
Review of the Ordered-Item Booklet (OIB)	87%	89%
Placement of your bookmarks in each round	71%	67%
Round 1 discussion	87%	86%

Note. Number of responses = 58. Evaluation options included "About Right," "Too Much," and "Too Little."

Participants appreciated the value of the multiple factors contributing to bookmark placement, with nearly all rating them as important or very important (Table 15).

Table 15. Evaluation: Importance of Materials

How important was each of the following factors in your placement of the bookmarks?	Percentage Somewhat Important or Very Important	
	ELA	Mathematics
Achievement-Level Descriptors (ALDs)	100%	96%
Your perception of the difficulty of the items	100%	100%
Your experience with students	100%	100%

How important was each of the following factors in your placement of the bookmarks?	Percentage Somewhat Important or Very Important	
	ELA	Mathematics
Discussions with other panelists	100%	100%
External benchmark data	97%	96%
Room agreement data (room medians and individual bookmark placements)	100%	100%
Impact data (percentage of students that would achieve at the level indicated by the OIB page)	100%	96%

Note. Number of responses = 58. Evaluation options included "Not Important," "Somewhat Important," and "Very Important."

Participants reported understanding of the workshop processes and tasks was consistently high (See Table 16).

Table 16. Evaluation: Understanding Processes and Tasks

At the end of the workshop, please rate your agreement with the following statements.	Percentage Agree or Strongly Agree	
	ELA	Mathematics
I understood the purpose of this standard-setting workshop.	100%	93%
The procedures used to recommend performance standards were fair and unbiased.	100%	81%
The training provided me with the information I needed to recommend performance standards.	100%	93%
Taking the online assessment helped me to better understand what students need to know and be able to do to answer each question.	100%	93%
The Achievement-Level Descriptors (description of what students within each achievement level are expected to know and be able to do) provided a clear picture of expectations for student performance at each level.	100%	93%
I was able to develop an understanding of the knowledge and skills demonstrated by students who are "just barely" described by the Achievement-Level Descriptors.	97%	93%
I understood how to review each page in the Ordered-Item Booklet (OIB) to determine what students must know and be able to do to answer each item correctly.	100%	93%
I was able to interpret having an approximate 50% chance of answering an item correctly as indicating mastery.	100%	93%
I understood how to place my bookmarks.	100%	93%

At the end of the workshop, please rate your agreement with the following statements.	Percentage Agree or Strongly Agree	
	ELA	Mathematics
I found the benchmark data and discussions helpful in my decisions about where to place my bookmarks.	97%	93%
I found the panelist agreement data (room medians and individual bookmark placements) and discussion helpful in my decision about where to place my bookmarks.	94%	93%
I found the impact data (percentage of students that would achieve at the level indicated by the OIB page) and discussions helpful in my decisions about where to place my bookmarks.	100%	93%
I felt comfortable expressing my opinions throughout the workshop.	94%	89%
Everyone was given the opportunity to express his or her opinions throughout the workshop.	97%	89%

Note. Number of responses = 58. Evaluation options included "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

Participants agreed that the standards set during the workshop reflected the intended grade level expectations (Table 17).

Table 17. Evaluation: Student Expectations

Please read the following statement carefully and indicate your response.	Percentage Agree or Strongly Agree	
	ELA	Mathematics
A student performing at Level 2 is below expectations for the grade level.	97%	92%
A student performing at Level 3 meets expectations for the grade level.	100%	100%
A student performing at Level 4 exceeds expectations for the grade level.	97%	97%

Note. Number of responses = 58. Evaluation options included "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

Finally, panelists responded to two open-ended questions: "What suggestions do you have to improve the training or standard-setting process?" and "Do you have any additional comments? Please be specific." Thirty-five participants responded to the first question and 30 participants responded to the second question. While several participants indicated the process was fine and did not need to be improved, some suggested spending less time in orientation on day one, taking less time to prepare and present the data from each round (or using that time for other tasks), and providing definitions for some key terms (e.g., "ALDs", "Cut Scores") where panelists could refer to them throughout the process (such as on a poster on the wall).

Additional participant comments included:

"Great learning experience!"

"Thank you! This experience will help my practice in the classroom to use the standards as a range of performance expectations for how the student is accessing the content."

"Overall, I found the process informative and eye opening. Thank you. I was happy to be involved."

"I thoroughly enjoyed participating in this process. It was so informative and I really learned a lot. I look forward to future endeavors. Thank you."

"Overall a great experience!"

4. VALIDITY EVIDENCE

Validity evidence for standard setting is established in multiple ways. First, the standard setting should adhere to the standards established by appropriate professional organizations and be consistent with the recommendations for best practices in the literature and established validity criteria (Kane, 2001). Second, the process should provide the evidence required of states necessary to meet federal peer review requirements. We describe each of these in the following sections.

4.1 EVIDENCE OF ADHERENCE TO PROFESSIONAL STANDARDS AND BEST PRACTICES

The West Virginia ELA and Mathematics standard-setting workshops were designed and executed consistent with established standard-setting practices and best practice principles (Hambleton & Pitoniak, 2006; Hambleton, Pitoniak, & Copella, 2012; Kane, 2001; Mehrens, 1995). The process also adhered to the following professional standards recommended by the AERA/APA/NCME Standards for Educational and Psychological Testing (2014) related to standard setting:

Standard 5.21: When proposed score interpretation involves one or more cut scores, the rationale and procedures used for establishing cut scores should be documented clearly.

Standard 5.22: When cut scores defining pass-fail or proficiency levels are based on direct judgments about the adequacy of item or test performances, the judgmental process should be designed so that the participants providing the judgments can bring their knowledge and experience to bear in a reasonable way.

Standard 5.23: When feasible and appropriate, cut scores defining categories and distinct substantive interpretations should be informed by sound empirical data concerning the relation of test performance to the relevant criteria.

This technical report addresses Standard 5.21. The Bookmark Standard-Setting Procedure is appropriate for tests of this type—with multiple item formats and scaled using IRT. Section 3.1 provides the justification for and the additional benefits of selecting the Bookmark method to establish the cut scores, and Sections 3.3 through 0 document the process followed to implement the Bookmark method.

The design and application of the Bookmark procedure addresses Standard 5.22. The method directly leverages the subject matter expertise of the panelists placing the bookmarks and incorporates multiple, iterative rounds of ratings in which panelists modify their judgments based on feedback and discussion. Panelists apply their expertise in multiple ways throughout the process, including:

- understanding the test and test items (from an educator and student perspective)
- describing the content measured by the test as described by the content standards
- identifying the skills associated with each test item
- describing the skills associated with just barely students for each achievement level
- selecting which test items students in each achievement level should be able to answer correctly
- evaluating and applying feedback and reference data to their round 2 bookmarks
- considering the impact of the recommended cut scores on students
- providing evidence of a successful orientation to the process and understanding of the Bookmark procedure, through panelists' readiness evaluations
- providing evidence of confidence in the process and resulting recommendations, through panelists' readiness evaluations

Panelist recruitment resulted in panels that were knowledgeable about the subject area and students' developmental level and that represented important demographic groups. Section 3.4.4 summarizes details about the panel demographics and qualifications.

The provision of impact and reference data to panelists addresses Standard 5.23. This empirical data provided necessary and additional context describing student performance to the recommended cut scores.

4.2 Evidence in Terms of Peer Review Critical Elements

The United States Department of Education (ED) provides guidance for the peer review of state assessment systems. This guidance is intended to support states in meeting statutory and regulatory requirements under Title I of the Elementary and Secondary Education Act of 1965 (ESEA, ED, 2015). Three critical elements are relevant to standard setting. Each is described below, followed by evidence supporting that element.

Critical Element 2.1: Substantive involvement and input of educators

West Virginia educators played a critical role in re-establishing achievement levels in Mathematics and ELA. They reviewed and revised the ALDs, drafted and applied target ALDs to differentiate performance at each achievement level, considered benchmark data and the impact of their recommendations, and formally recommended achievement standards.

Critical Element 2.1: Substantial involvement of subject-matter experts

Many subject-matter experts contributed to developing West Virginia's achievement standards. Educators are subject-matter experts in their content area, the content standards and curriculum that they teach, and in the developmental and cognitive capabilities of their students. AIR's facilitators were subject-matter experts in Mathematics or ELA and in facilitating effective standard-setting workshops. The psychometricians performing the analyses and calculations

throughout the meeting were subject-matter experts in the measurement and statistics principles required of the standard-setting process. Finally, Dr. Phillips is a nationally-known subject-matter expert in assessment and measurement, including multiple methods of standard setting.

Critical Element 6.2: Achievement standards setting

The State used a technically-sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.

Evidence to support this critical element includes:

1) The rationale for and technical sufficiency of the method selected (Section 3.1).
2) Documentation that the method used for setting cut scores allowed panelists to apply their knowledge and experience in a reasonable manner and supported the establishment of reasonable and defensible cut scores (Section 3.6 and 4.1).
3) Section 0 describes panelists' self-reported readiness to undertake the task, and Section 3.6.6 summarizes evidence of their confidence in the workshop process and outcomes.
4) The standards-setting panels consisted of panelists with appropriate experience and expertise, including content experts with experience teaching the State's academic content standards in the tested grades and individuals with experience and expertise teaching general education students in the State (Section 3.4.4).

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Appendix A

Standard-Setting Panelists

Table 1: Standard-Setting Panelists, ELA Grades 3 and 4

Workshop Participants: ELA Grades 3 & 4							
Name	**Position**	**Gender**	**Highest Degree**	**Ethnic Category**	**Years Teaching Experience**	**Years Professional Experience**	**Table Leader**
Rosella Amos	Teacher	Female	Masters	White	21+	0	Yes
Chelsea Gusler	Teacher	Female	Bachelor	White	1–5	1–5	
Ashley Coleman	Teacher	Female	Bachelor	White	1–5	0	
Bobbie Claytor	Teacher	Female	Masters	White	6–10	6–10	
Lesia Sammons	Other	Female	Masters	White	21+	21+	Yes
Kelly Gola	Teacher	Female	Masters	White	1–5	0	
Katrina Smith	Teacher	Female	Masters	White	11–15	0	
Scott Justice	Teacher	Male	Masters	White	16–20	1–5	
Ami Palmer	Teacher	Female	Masters	White	16–20	0	
Brittany Brown	Teacher	Female	Masters	White	1–5	0	

Table 2: Standard-Setting Panelists, ELA Grades 5 and 6

Workshop Participants: ELA Grades 5 & 6							
Name	**Position**	**Gender**	**Highest Degree**	**Ethnic Category**	**Years Teaching Experience**	**Years Professional Experience**	**Table Leader**
Megan Bacorn	Teacher	Female	Masters	White	11–15	0	
Ingrida Barker	Administrator	Female	Doctorate	White	6–10	6–10	Yes
Angela Hedrick	Teacher	Female	Masters	White	21+	1–5	
Tammy Fields	Teacher	Female	Masters	White	21+	0	
Janette Cremeans	Teacher	Female	Masters	White	6–10	6–10	
Amy Arnold	Other	Female	Bachelor	White	0	0	
Andrea Dulaney	Administrator	Female	Masters				Yes
Christy Gaudet	Teacher	Female	Bachelor	White	6–10	0	
Shari Shunk	Teacher	Female	Bachelor	White	21+	0	
Ashley Francis	Teacher	Female	Masters	White	6–10	0	

Table 3: Standard-Setting Panelists, ELA Grades 7 and 8

Workshop Participants: ELA Grades 7 & 8							
Name	**Position**	**Gender**	**Highest Degree**	**Ethnic Category**	**Years Teaching Experience**	**Years Professional Experience**	**Table Leader**
Marsha Podsiaklik	Administrator	Female	Masters	White	6–10	1–5	Yes
Karsyn Dusold	Teacher	Female	Masters	White	1–5	0	
Carolyn Tillman	Other	Female	Masters	African American			
Holly Seebaugh	Teacher	Female	Masters	White	11–15	0	
Jessica Broski-Birch	Teacher	Female	Masters	White	6–10	6–10	
Michelle Morgan	Teacher	Female	Masters	White	21+	0	
Melissa Jarvis	Teacher	Female	Masters	White	1–5	0	
Jessica Cook	Teacher	Female	Masters	White	6–10	0	
Judith Boyce	Teacher	Female	Masters	White	11–15	0	
Robyn Lopez	Other	Female	Masters	White	6–10	16–20	Yes

Table 4: Standard-Setting Panelists, Mathematics Grades 3 and 4

Workshop Participants: Mathematics Grades 3 & 4							
Name	**Position**	**Gender**	**Highest Degree**	**Ethnic Category**	**Years Teaching Experience**	**Years Professional Experience**	**Table Leader**
Diane Furman	Administrator	Female	Masters	White	11–15	21+	Yes
April Dawson	Teacher	Female	Masters	White	1–5	1–5	
Brooke Haynes	Teacher	Female	Masters	White	6–10	0	
Rachel Gund	Teacher	Female	Masters	White	6–10	0	
Crystal Wheeler	Teacher	Female	Masters	White	21+	0	
Tim Derico	Administrator	Male	Masters	White	21+	16–20	Yes
Rosetta Le	Coach	Female	Masters	African American	1–5	11–15	
James Suroski	Teacher	Male	Masters	White	6–10	1–5	
Summer McClintock	Teacher	Female	Masters	White	11–15	1–5	
Rhonda Powell	Teacher	Female	Masters	White	21+	0	

Table 5: Standard-Setting Panelists, Mathematics Grades 5 and 6

Workshop Participants: Mathematics Grades 5 & 6							
Name	**Position**	**Gender**	**Highest Degree**	**Ethnic Category**	**Years Teaching Experience**	**Years Professional Experience**	**Table Leader**
Dave Simanski	Administrator	Male	Masters	White	6–10	16–20	Yes
Hope Kelly	Teacher	Female	Masters	White	21+	21+	
Rod Hoover	Teacher	Male	Masters	White	16–20	1–5	
Anne Lienhardt	Teacher	Female	Masters	White	16–20	0	
Dawn Dooley	Administrator	Female	Masters	White	21+	6–10	Yes
Jane Nash	Teacher	Female	Masters	White	21+	21+	
Tammi Brown	Teacher	Female	Masters	White	21+	0	
Sarah Malone	Teacher	Female	Masters	White	1–5	0	
Lynn White	Teacher	Female	Bachelor	White	11–15	0	

Table 6: Standard-Setting Panelists, Mathematics Grades 7 and 8

Workshop Participants: Mathematics Grades 7 & 8							
Name	**Position**	**Gender**	**Highest Degree**	**Ethnic Category**	**Years Teaching Experience**	**Years Professional Experience**	**Table Leader**
David Broadwater	Teacher	Male	Masters	White	21+	0	Yes
Rachel Moon	Teacher	Female	Masters	White	6–10	0	
Erin Dotson	Teacher	Female	Masters	White	16–20	0	
Joseph Mastracci	Other	Male	Masters	White	6–10	6–10	
Jeremy Knight	Teacher	Female	Masters	White	21+	0	
Wesley Ezell	Administrator	Male	Masters	White	1–5	11–15	Yes
Reka Lowther	Teacher	Female	Masters	White	11–15	0	
Rosetta Rossana	Other	Female	Bachelor	White	0	11–15	
Casey Whitlow	Teacher	Female	Masters	White	11–15	0	
Kimberly Poe	Teacher	Female	Bachelor	White	21+	0	

Appendix B

Workshop Agenda

2018 Standard Setting for West Virginia General Summative Assessment
Math and ELA EDUCATOR PANEL AGENDA
June 12-14, 2018
Charleston Marriott Town Center

Tuesday, June 12, 2018

7:30 – 8:30 a.m.	Breakfast and Table Leader Registration
8:30 – 9:30 a.m.	Table Leader Training and Educator Panel Registration *Educator Panelists receive folders, sign non-disclosure agreement* *Table Leader training in roles at Standard Setting*
9:45 – 10:45 a.m.	Welcome and introductions from West Virginia Department of Education Large group introductory training
10:45 – 11:00 a.m.	Break into individual rooms
11:00 – 11:30 a.m.	Educator Panelist "take the test"
11:30 – Noon	Educator Panelists review content standards
Noon – 1:00 p.m.	Lunch
1:00 – 2:00 p.m.	Educator Panelists review; Range Anchor Grade Achievement Level Descriptors *Summarize skills of students for each achievement level* *Discuss "Just Barely" for each achievement standard*
2:00 – 3:15 p.m.	Educator Panelists produce Target Anchor Grade Achievement Level Descriptors
3:15 – 3:30 p.m.	Break
3:30 – 5:00 p.m.	Educator Panelists review; Anchor Grade Ordered Item Booklet
	Adjourn

Wednesday, June 13, 2018

8:00 – 9:00 a.m.	Breakfast
9:00 – 9:30 a.m.	Educator Panelists review RP50
9:30 – 10:00 a.m.	Educator Panelists practice; Bookmarking Method and take Standard Setting Quiz

10:00 – 11:00 a.m.	**Round 1** bookmark placement for Anchor Grade Meets Standard, Partially Meets Standard, and Exceeds Standard *Review of bookmark procedures and key concepts* *Sign Readiness Form* *Round 1 bookmark placement*
11:00 – 11:15	Break
11:15 – 11:30 a.m.	Educator Panelists review feedback data and discuss round 1 results
11:30 – Noon	Educator Panelists review impact data and benchmark data
Noon – 1:00 p.m.	Lunch
1:00 – 1:45 p.m.	**Round 2** bookmark placement for Anchor Grade Meets Standard, Partially Meets Standard, and Exceeds Standard *Review of bookmark procedures and key concepts* *Sign Readiness Form* *Round 2 bookmark placement*
1:45 – 2:00 p.m.	Educator Panelists review feedback data and discuss round 2 results
2:00 – 2:15 p.m.	Break
2:15 – 2:45 p.m.	Anchor Grade Moderation Meeting (if necessary)
2:45 – 3:30 p.m.	Educator Panelists review; Range Adjacent Grade Achievement Level Descriptors *Summarize skills of students for each achievement level* *Discuss "Just Barely" for each achievement standard*
3:30 – 4:15 p.m.	*Educator Panelists produce Target Adjacent Grade Achievement Level Descriptors*
4:15 – 5:00 p.m.	*Educator Panelists review Adjacent Grade Ordered Item Booklet*
	Adjourn

Thursday, June 14, 2018

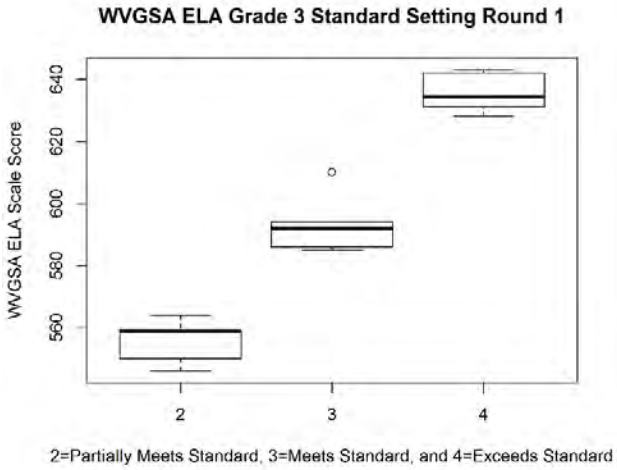
8:00 – 9:00 a.m.	Breakfast
9:00 – 10:00 a.m.	**Round 1** bookmark placement for Anchor Grade Meets Standard,
Partially Meets	Standard, and Exceeds Standard

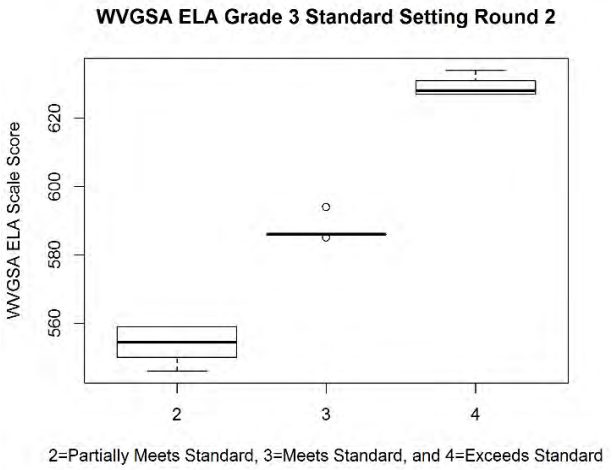
	Review of bookmark procedures and key concepts *Sign Readiness Form* *Round 1 bookmark placement*
10:00 – 10:15 a.m.	Break
10:15 – 10:45 a.m.	Educator Panelists review feedback data and discuss round 1 results
10:45 – 11:30 a.m.	**Round 2** bookmark placement for Anchor Grade Meets Standard, Partially Meets Standard, and Exceeds Standard *Review of bookmark procedures and key concepts* *Sign Readiness Form* *Round 2 bookmark placement*
11:30 a.m. – Noon	Educator Panelists review feedback data and discuss round 2 results
Noon – 12:30 p.m.	Educator Panelists complete Evaluation Form
12:30 – 1:30 p.m.	Lunch
1:30 – 2:00 p.m.	Final Moderation (if necessary)
2:00 – 2:30 p.m.	Educator Panelists revise Achievement Level Descriptors (if necessary)
	Adjourn

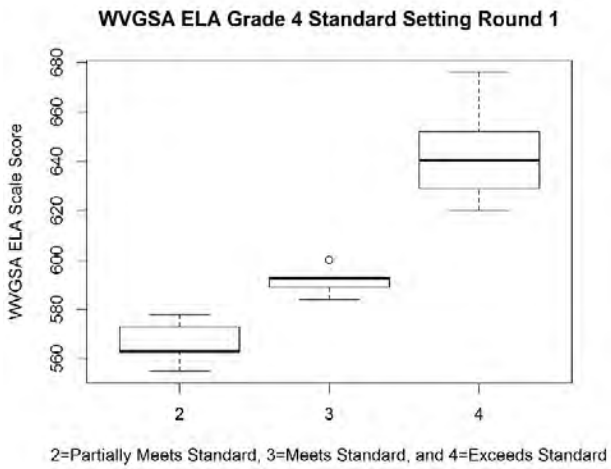
Appendix C

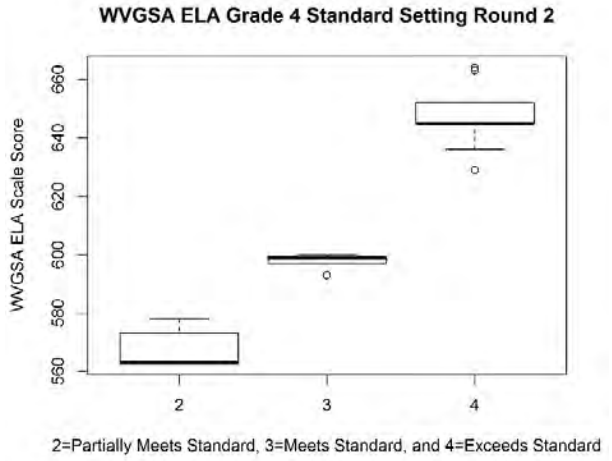
Round 1 and 2 Results: Box and Whisker Plots

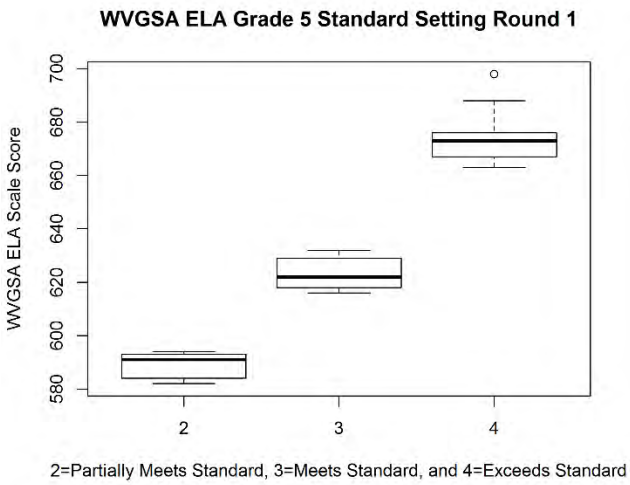
Figure 1: Round 1 and 2 ELA Results, Box and Whisker Plots

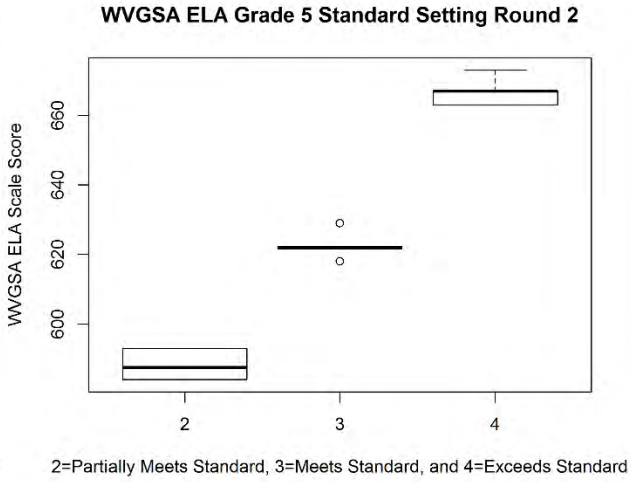


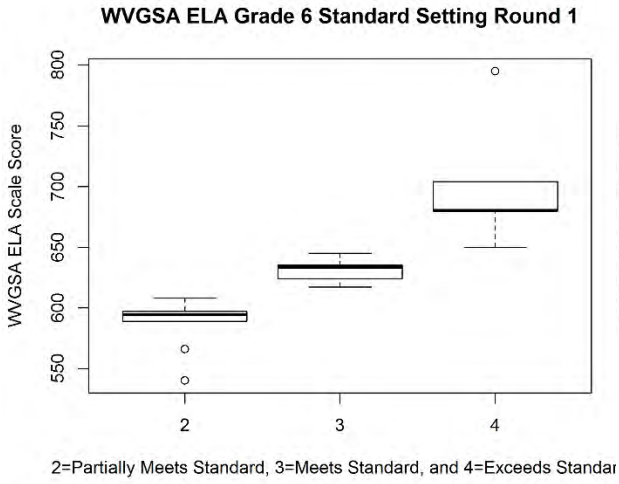


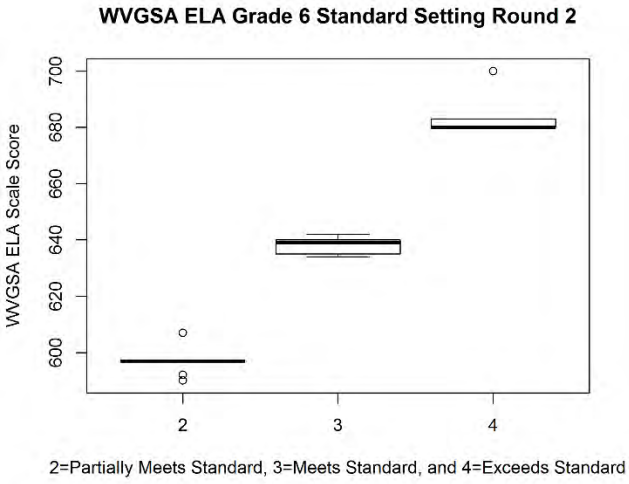









WVGSA ELA Grade 6 Standard Setting Round 1
WVGSA ELA Scale Score
550
600
650
700
750
800
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standar


WVGSA ELA Grade 6 Standard Setting Round 2
WVGSA ELA Scale Score
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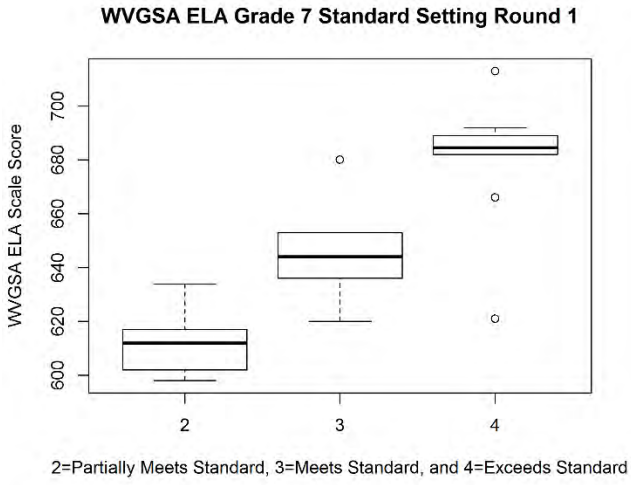
620
640
660
680
700
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard


WVGSA ELA Grade 7 Standard Setting Round 1
WVGSA ELA Scale Score
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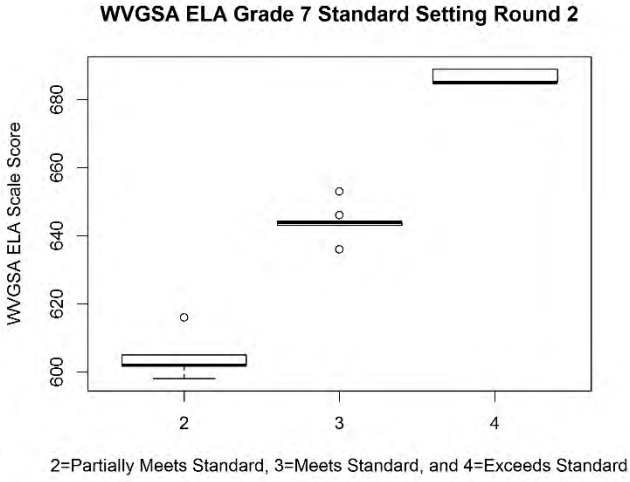
620
640
660
680
700
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard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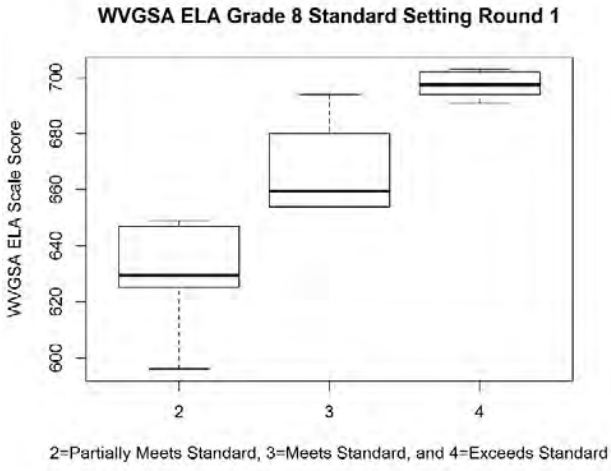
WVGSA ELA Scale Score
600
620
640
660
680
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard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680
700
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2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard

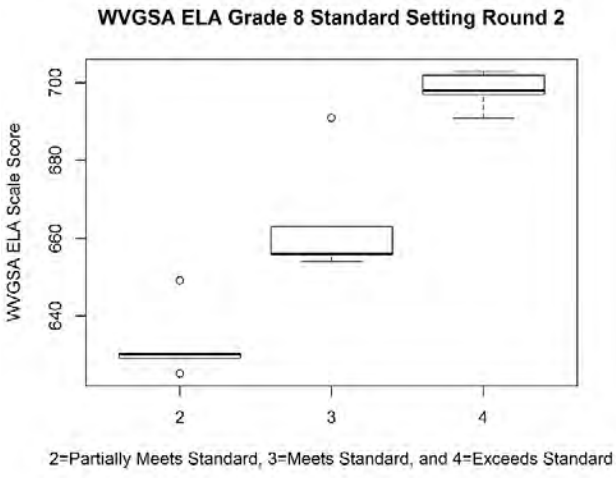
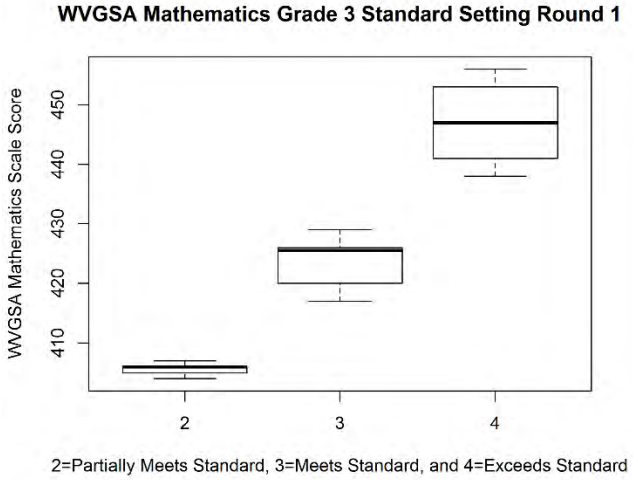
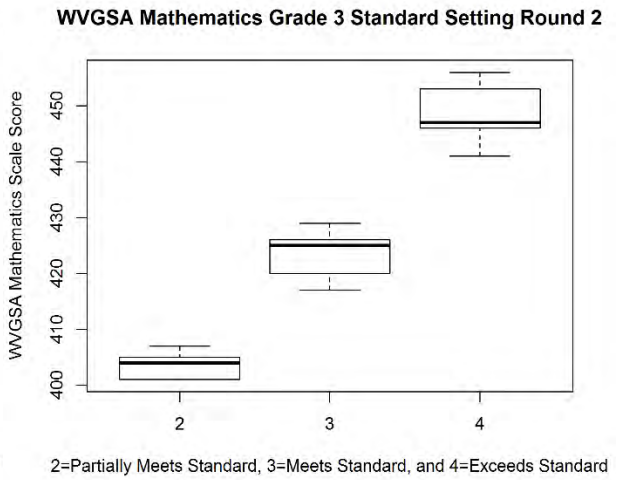
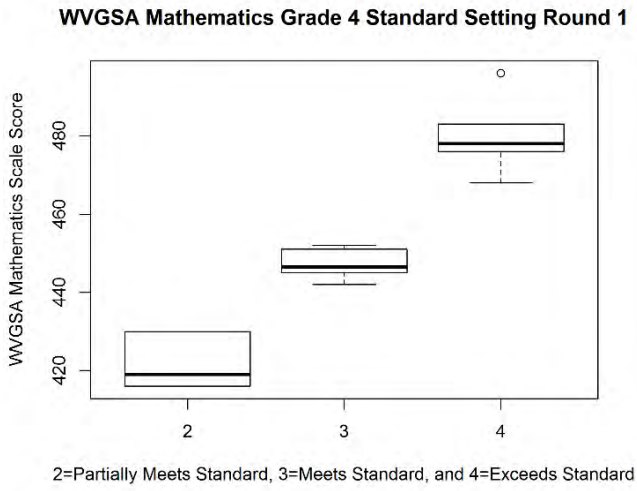
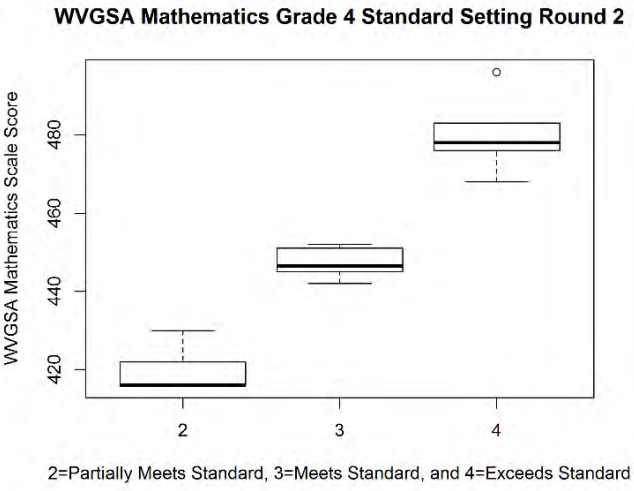

WVGSA ELA Grade 8 Standard Setting Round 2
WVGSA ELA Scale Score
640
660
680
700
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard

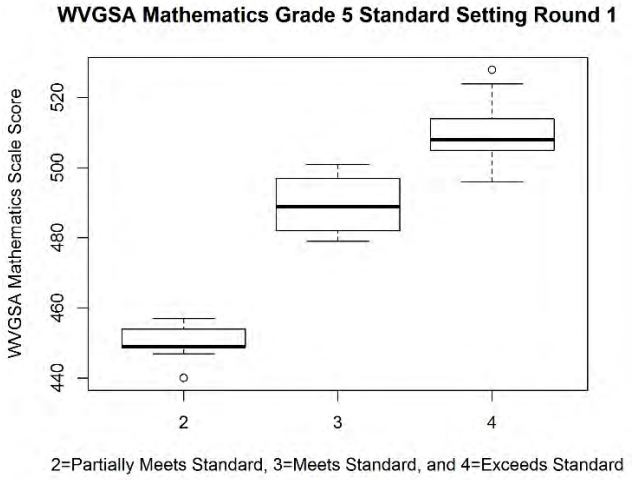
Figure 2: Round 1 and 2 Mathematics Results, Box and Whisker Plots

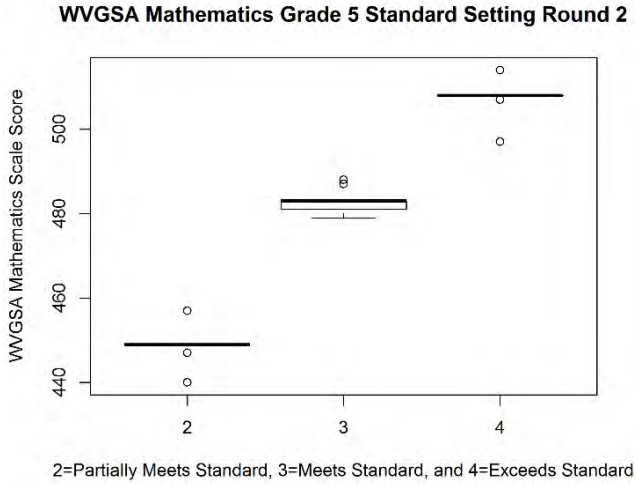


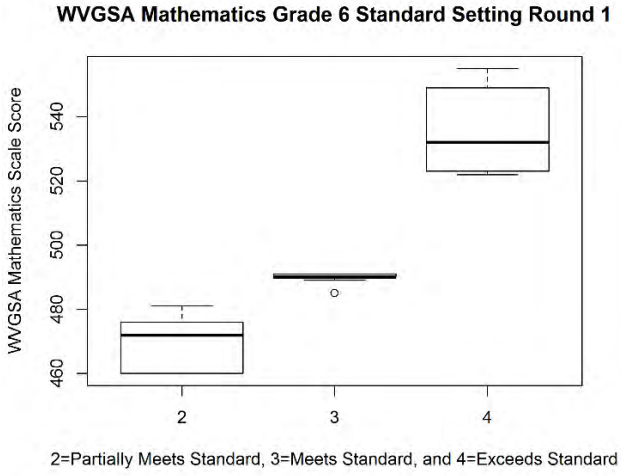


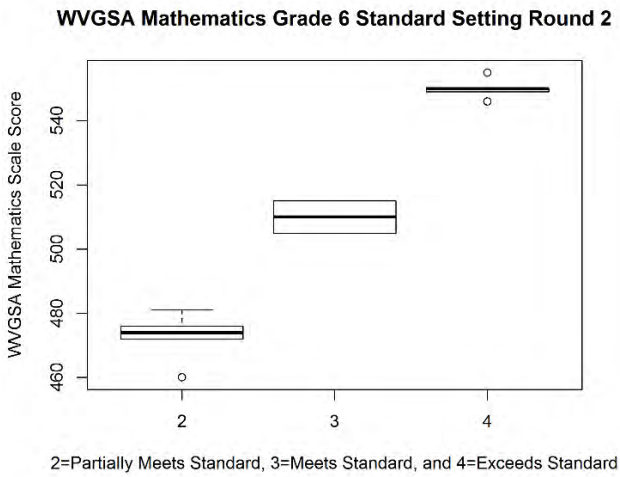









WVGSA Mathematics Grade 6 Standard Setting Round 1
WVGSA Mathematics Scale Score
460
480
500
520
540
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard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WVGSA Mathematics Scale Score
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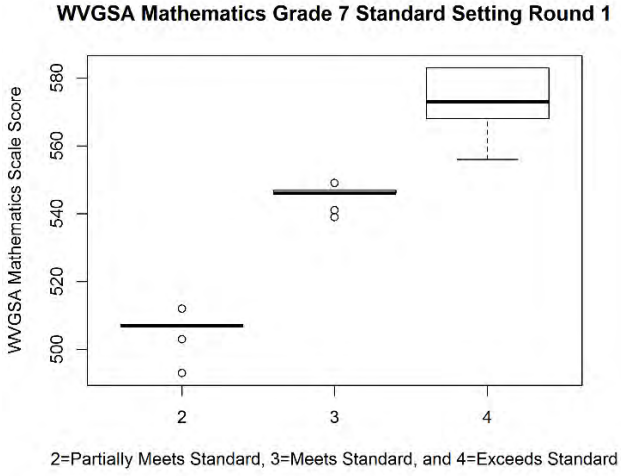
480
500
520
540
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard


WVGSA Mathematics Grade 7 Standard Setting Round 1
WVGSA Mathematics Scale Score
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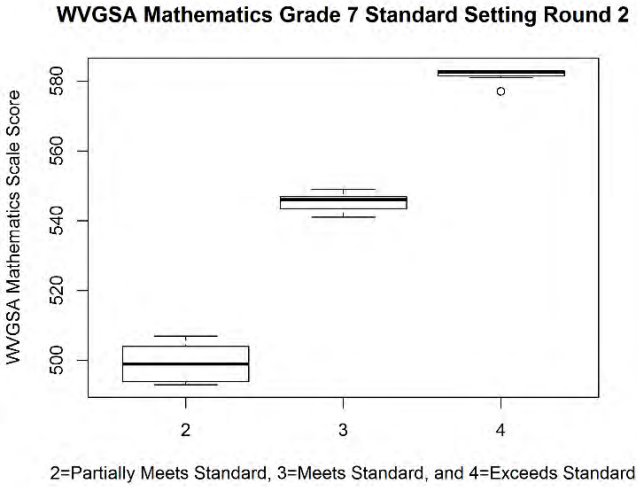
520
540
560
580
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard


WVGSA Mathematics Grade 7 Standard Setting Round 2
WVGSA Mathematics Scale Score
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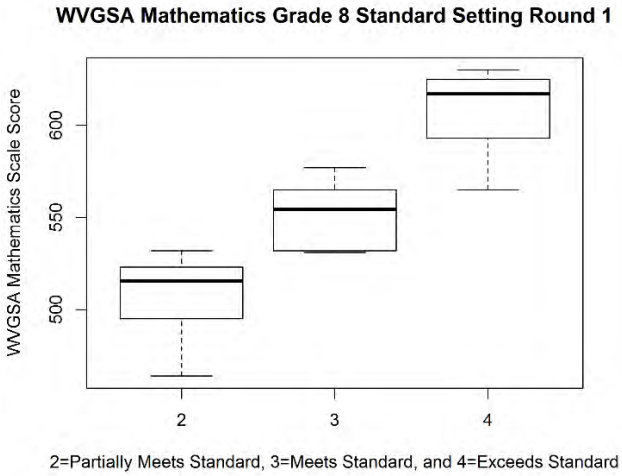
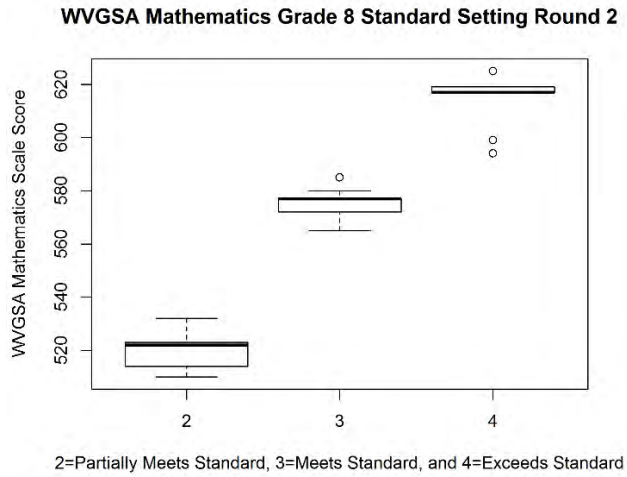
520
540
560
580
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard


WVGSA Mathematics Grade 8 Standard Setting Round 1
WVGSA Mathematics Scale Score
500
550
600
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard

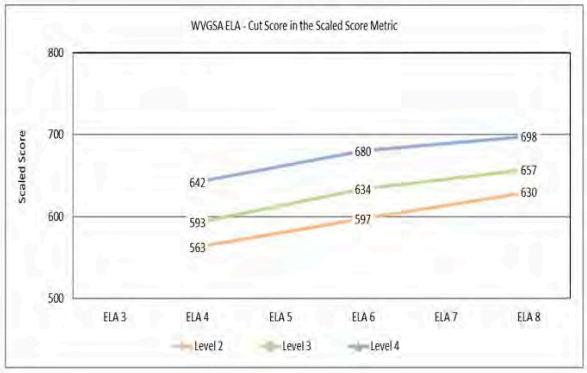

WVGSA Mathematics Grade 8 Standard Setting Round 2
WVGSA Mathematics Scale Score
520
540
560
580
600
620
2
3
4
2=Partially Meets Standard, 3=Meets Standard, and 4=Exceeds Standard

Appendix D

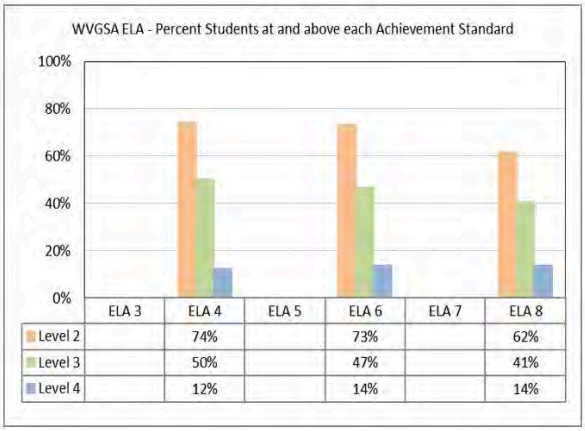
Graphical Summaries of Workshop Results

Figure 1. Round 1 ELA Results, Grades 4, 6, and 8: Scaled Scores and Impact Data

Scaled Scores



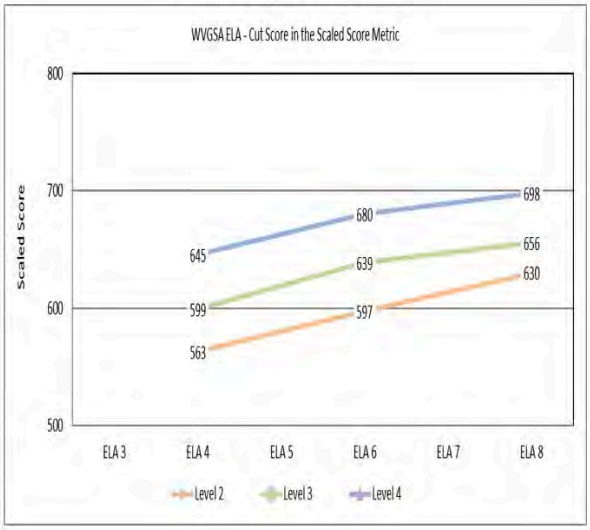
Impact Data



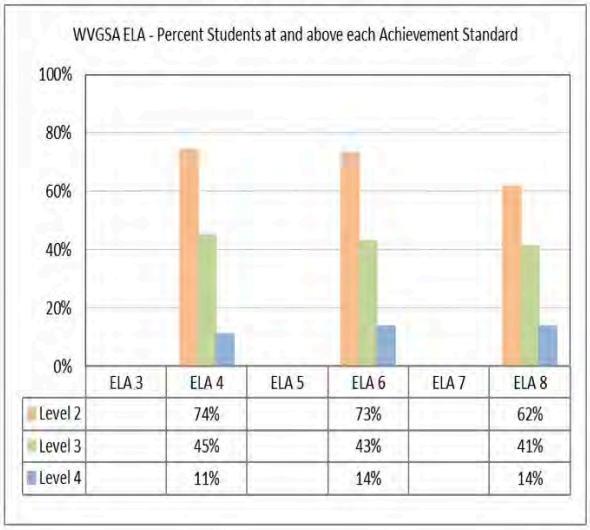
	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	ELA 8
Level 2		74%		73%		62%
Level 3		50%		47%		41%
Level 4		12%		14%		14%

Figure 2. Round 2 ELA Results, Grades 4, 6, and 8: Scaled Scores and Impact Data

Scaled Scores



Impact Data



	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	ELA 8
Level 2		74%		73%		62%
Level 3		45%		43%		41%
Level 4		11%		14%		14%

Figure 3. Round 1 ELA results, Grades 3, 5, and 7: Scaled Scores and Impact Data

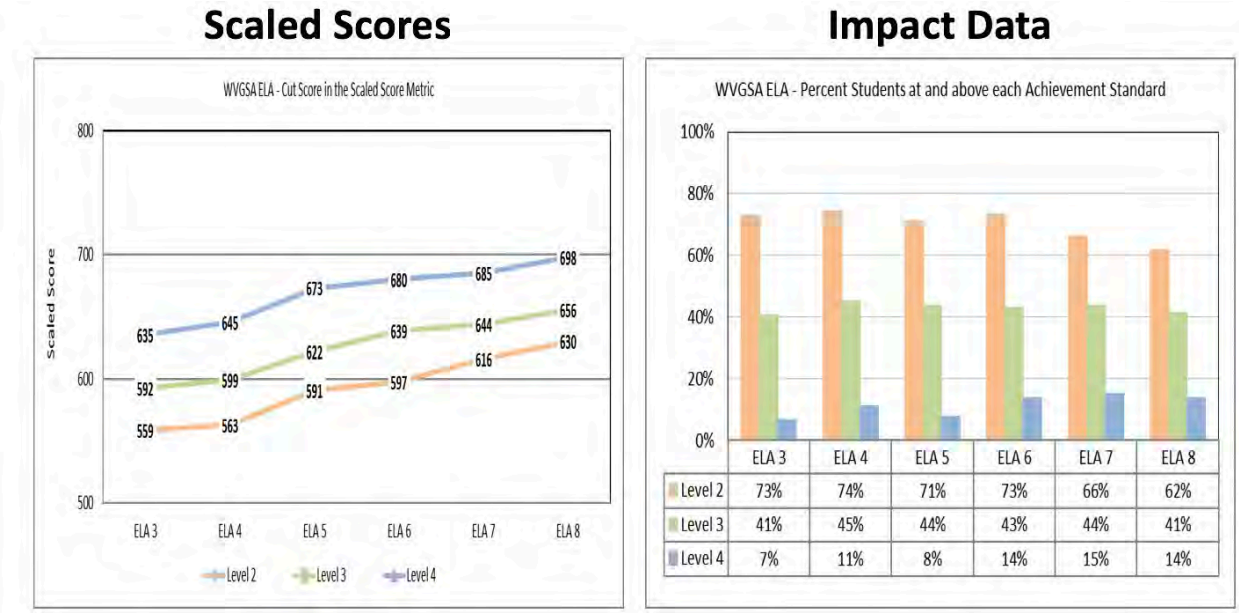


Figure 4. Round 2 ELA Results, Grade 3, 5, and 7: Scaled Scores and Impact Data

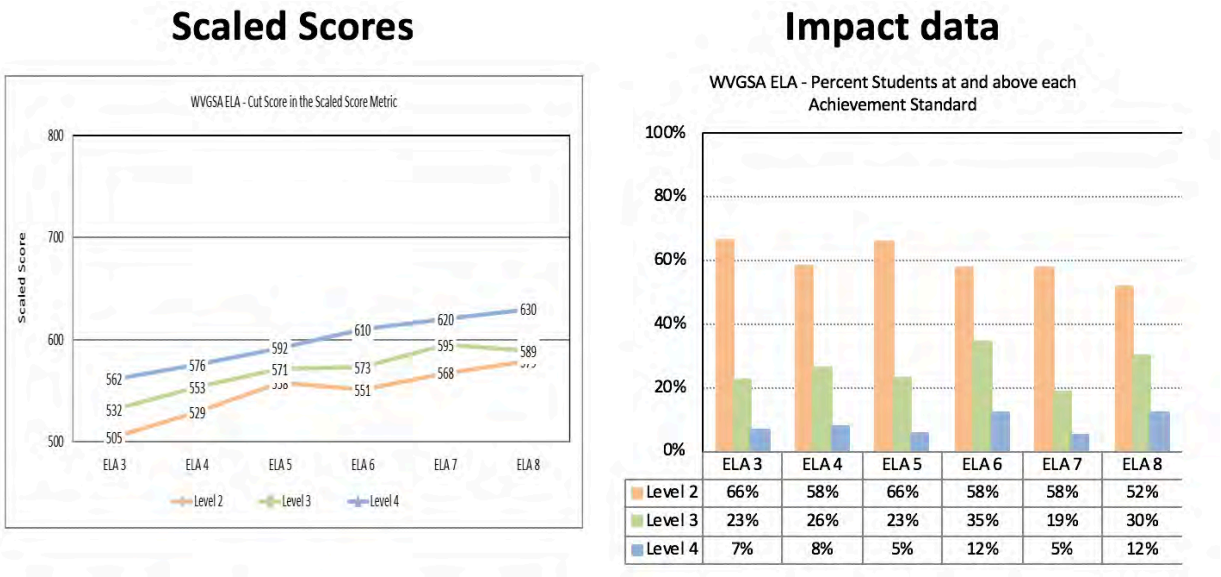
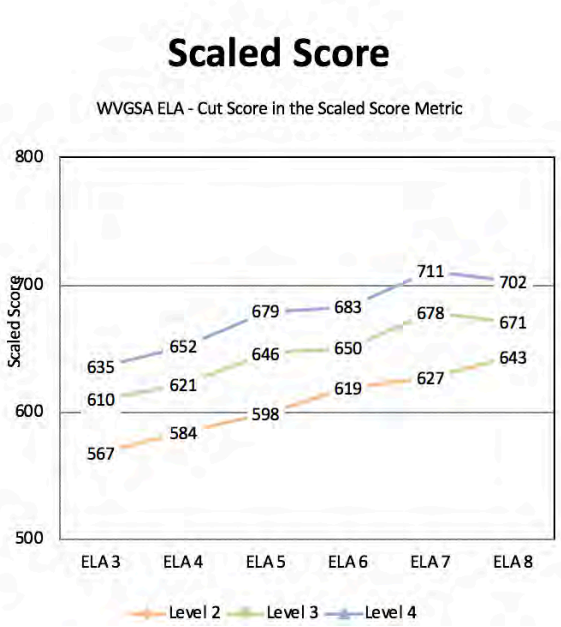
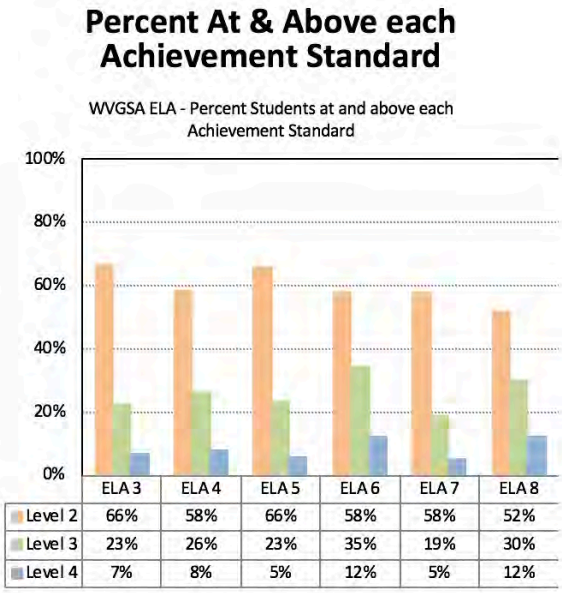


Figure 5. Final ELA Cut Scores, All Grades: Scaled Scores and Impact Data





	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	ELA 8
Level 2	66%	58%	66%	58%	58%	52%
Level 3	23%	26%	23%	35%	19%	30%
Level 4	7%	8%	5%	12%	5%	12%

Figure 6. Round 1 Mathematics Results, Grades 4, 6, and 8: Scaled Scores and Impact Data

Figure 7. Round 2 Mathematics Results, Grades 4, 6, and 8: Scaled Scores and Impact Data

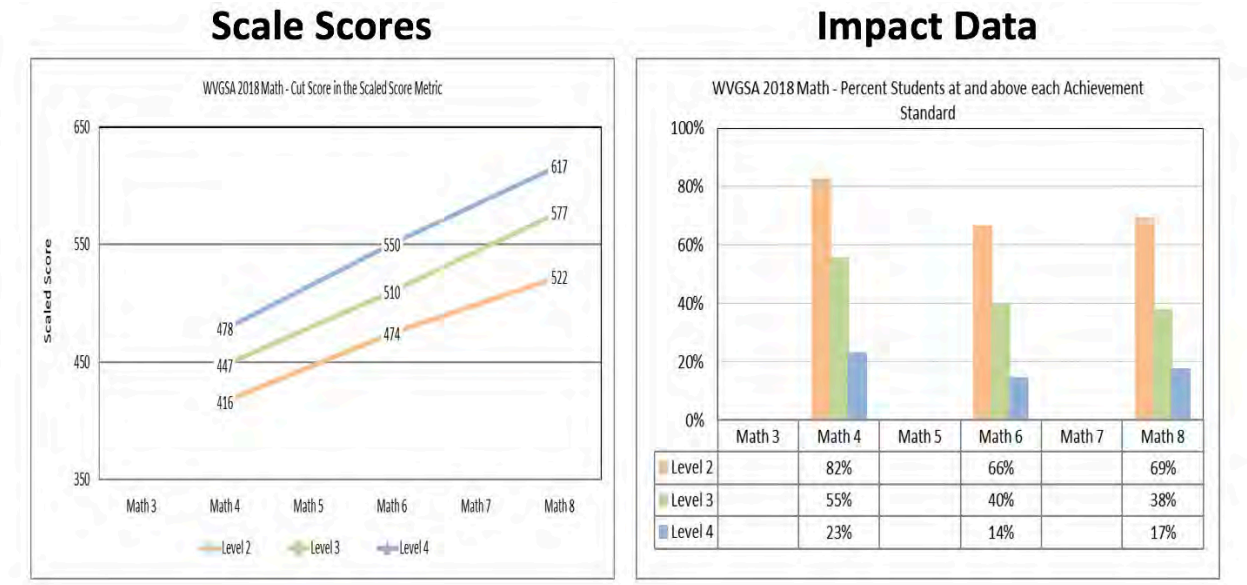


Figure 8. Round 1 Mathematics Results, Grades 3, 5, and 7: Scaled Scores and Impact Data

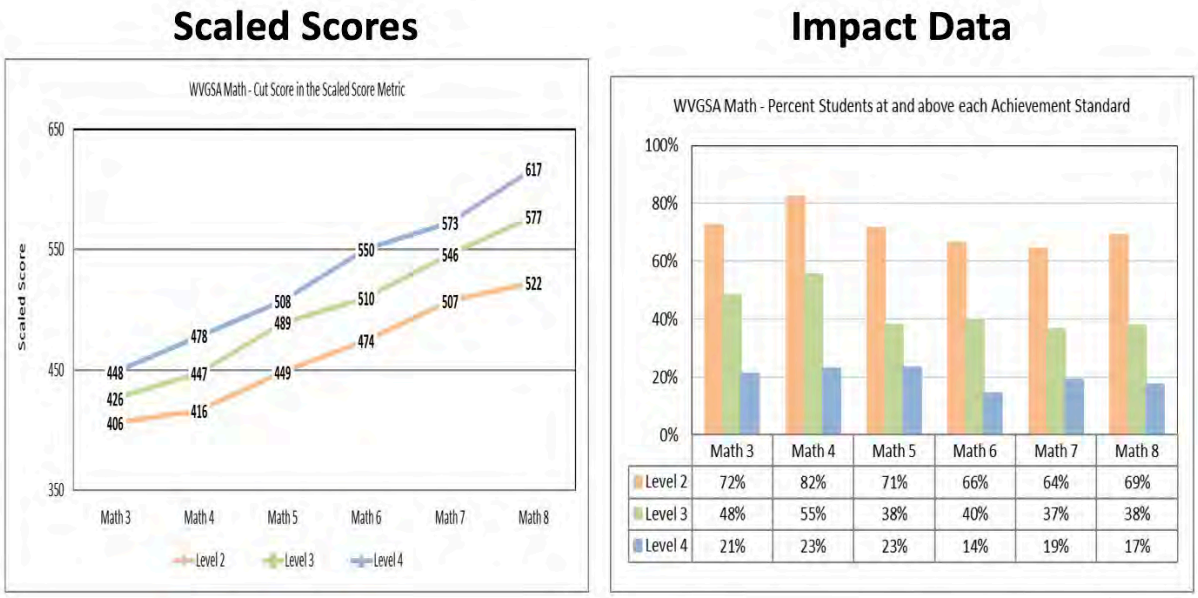
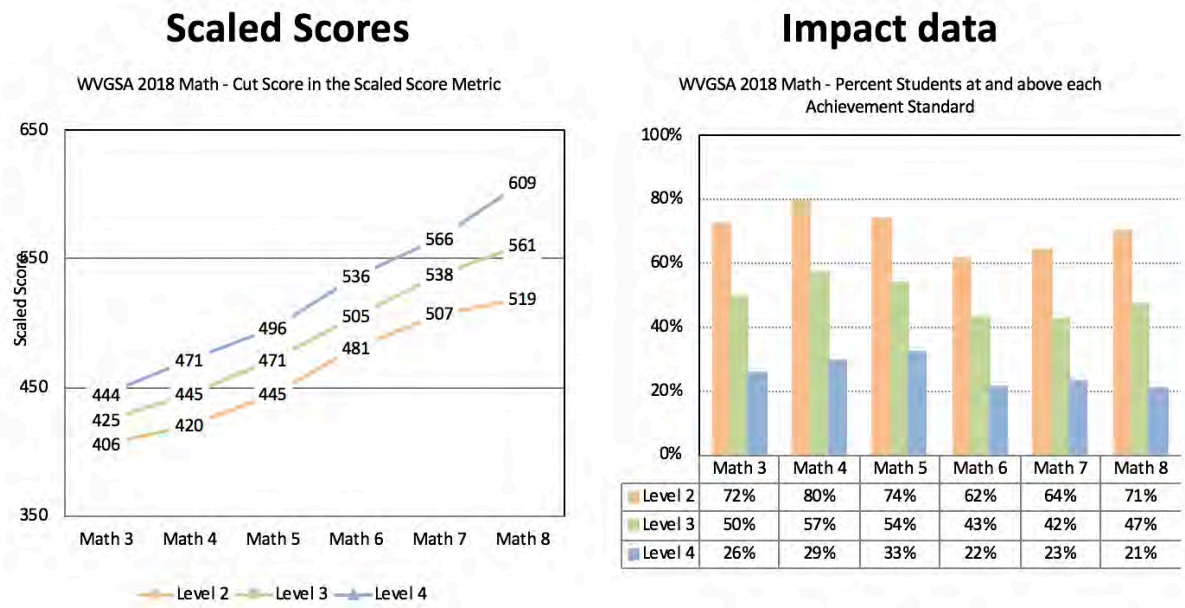


Figure 9. Round 2 Mathematics Results, Grades 3, 5, and 7: Scaled Scores and Impact Data



Appendix E

Achievement Level Descriptors

Table 1: Achievement Level Descriptors, ELA Grade 3

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly below the standard for the grade level and is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs slightly below the standard for the grade level and is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading					
Range	ELA.3.1	asks and answers explicit questions to demonstrate understanding of a literary text.	asks and answers explicit questions to demonstrate understanding of a literary text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for answers.	asks and answers complex questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for answers.
Range	ELA.3.2	identifies details to recount stories; identifies explicitly stated central messages, lessons, or morals in a literary text.	identifies key details to recount stories; determines central messages, lessons, or morals in a literary text.	recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in a literary text.	explains details to recount stories; determines implicitly stated central messages, lessons, or morals and explains how they are conveyed through key details in a literary text.

Range	ELA.3.3	identifies basic elements (e.g., traits, feelings) of characters in a story and explains how these elements contribute to a literary story.	describes elements (e.g., traits, feelings) of characters in a story and explains how these elements contribute to the story.	describes characters in a literary story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.	describes complex elements (e.g., traits, feelings, motivations) of complex characters in a literary story and explains how their actions contribute to a complex sequence of events.
Range	ELA.3.4	asks and answers explicit questions to demonstrate understanding of an informational text.	asks and answers explicit questions to demonstrate understanding of an informational text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.	asks and answers complex questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for answers.
Range	ELA.3.5	identifies an explicitly stated main idea of an informational text; identifies key details to recount the main idea.	determines the main idea of an informational text; identifies key details to recount the main idea.	determines the main idea of an informational text; recounts key details and explains how they support the main idea.	determines an implicitly stated main idea of an informational text; recounts key details and explains how they support the main idea.
Range	ELA.3.6	identifies historical events, scientific ideas, or some steps in technical procedures in an informational text, using language with an attempt at time or sequence.	describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using limited language that pertains to time, sequence, and cause/effect.	describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.	describes and analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text with emerging application, using academic language that pertains to time, sequence, and cause/effect.
Range	ELA.3.7	uses easily located, explicitly stated details to determine the meanings of familiar words and phrases as they are used in a literary text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a literary text, identifying literal and nonliteral language.	determines the meaning of words and phases as they are used in a literary text, distinguishing literal from nonliteral language.	determines the meanings of unfamiliar words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.

Range	ELA.3.8	refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section in a literary text.	refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describes how one part builds on an earlier section in a literary text.	refers to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.	refers to intricate parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.
Range	ELA.3.9	identifies explicitly stated points of view of the narrator or characters in a literary text.	distinguishes one's point of view from explicitly stated points of view of the narrator or characters in a literary text.	distinguishes one's point of view from that of the narrator or those of the characters in a literary text.	distinguishes one's point of view from implicitly stated points of view in a literary text.
Range	ELA.3.10	uses easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	determines the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.	determines the meaning of advanced academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area.
Range	ELA.3.11	uses basic informational text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information explicitly stated in the text.	uses basic informational text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic.	uses informational text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently.	uses complex informational text features and advanced search tools (e.g., key words, sidebars, and hyperlinks) to analyze and interpret information relevant to a given topic efficiently.
Range	ELA.3.12	identifies an explicitly stated point of view of the author of an informational text.	distinguishes one's point of view from an explicitly stated point of view of the author of an informational text.	distinguishes one's point of view from that of the author of an informational text.	distinguishes one's point of view from an implicitly stated point of view of the author of an informational text.

Range	ELA.3.13	uses specific aspects of a literary text's simple illustrations to understand the literary text and identifies explicit details about how the illustrations reflect characters, setting, or mood.	uses specific aspects of a literary text's simple illustrations to understand the literary text and make lower-level inferences about how the illustrations reflect characters, setting, or mood.	explains how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	explains how specific aspects of a literary text's complex illustrations contribute to an understanding of the literary text; makes higher-level inferences about how the illustrations reflect mood, characters, and setting.
Range	ELA.3.14	identifies the simple and explicit themes, settings, and plots of literary stories written by the same author or about similar characters (e.g., books from a series).	describes explicitly stated themes, settings, and plots of literary stories written by the same author or similar characters (e.g., books from a series).	compares and contrasts the themes, settings, and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts highly complex, implicitly stated themes, settings, and plots of literary stories written by the same author about the same or similar characters; makes higher-level inferences to identify support used by authors.
Range	ELA.3.15	uses information gained from simple illustrations and the explicit statements within an informational text to demonstrate understanding of the text.	uses information gained from simple illustrations and lower-level inferences within an informational text to demonstrate understanding of the text.	uses information gained from illustrations (e.g., maps or photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	uses information gained from complex illustrations and the higher-level inferences within an informational text to demonstrate understanding of the text.
Range	ELA.3.16	identifies simple connections between particular sentences in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence).	identifies the logical connections between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence).	describes the logical connections between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence).	describes complex connections between particular sentences and paragraphs in an informational text using textual evidence (e.g., comparison, cause/effect, or first/second/third in a sequence).

Range	ELA.3.17	identifies the most important points and key details presented in an informational text.	describes the most important points and key details presented in two informational texts on the same topic.	compares and contrasts the most important points and key details presented in two informational texts on the same topic.	compares and contrasts the most important points and key details presented in two informational texts on the same topic and provides textual evidence to support these comparisons.
Writing					
Range	ELA.3.20	writes an opinion that lacks organization, does not include an introduction or conclusion or includes an ineffective one, and provides irrelevant reasons to support the opinion.	writes a loosely organized opinion piece with a simple introduction and conclusion, and provides relevant and irrelevant reasons to support the opinion.	writes a well-organized opinion piece that introduces the topic, provides reasons that support the opinion, uses linking words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph opinion piece that effectively introduces the topic, provides reasons that effectively support the opinion, uses linking words and phrases, and provides an effective concluding statement.
Range	ELA.3.21	writes an explanation that lacks organization, does not include an introduction or conclusion or includes an ineffective one, and provides irrelevant facts and details.	writes a loosely organized explanatory piece with a simple introduction and conclusion, and provides relevant and irrelevant facts and details related to the topic.	writes a well-organized explanatory piece that introduces the topic, develops the topic with facts and details, uses linking words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph explanatory piece that effectively introduces the topic, effectively develops the topic with facts and details, uses linking words and phrases, and provides an effective concluding statement.
Range	ELA.3.23–25	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes incomplete or insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.

Range	ELA.3.26–27	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the relevant provided categories.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories.	conducts research and recalls information from experiences and sources, organizing relevant evidence into both provided and self-generated categories.
Listening					
Range	ELA.3.31	identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Range	ELA.3.32	answers questions about information from a speaker.	asks and answers questions about information from a speaker.	asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	asks and answers questions about information from a speaker, offering relevant and effective elaboration and detail.
Language					
Range	ELA.3.36	demonstrates command of grammar in simple sentences.	demonstrates command of grammar in simple and compound sentences and of the function of common and straightforward nouns, pronouns, adjectives, adverbs, and conjunctions.	demonstrates command of grammar in simple, compound, and complex sentences, including the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating), verbs (regular and irregular) and simple verb tenses, and subject-verb and pronoun-antecedent agreement.	demonstrates strong command of grammar in simple, compound, and complex sentences, including the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating), verbs (regular and irregular) and verb tenses, and subject-verb and pronoun-antecedent agreement.

Range	ELA.3.37	capitalizes some words in titles and uses some commas in addresses; spells high-frequency words correctly.	demonstrates command of capitalization conventions in titles and of commas in addresses; spells high-frequency words correctly and uses spelling patterns and generalizations in writing unknown words.	demonstrates command of capitalization conventions in titles, commas in addresses, commas and quotation marks in dialogue, and how to form and use possessives; spells high-frequency words correctly; uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases.	demonstrates strong command of capitalization conventions in titles, commas in addresses, commas and quotation marks in dialogue, and how to form and use possessives; spells most words correctly; uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases, including use of complex patterns and irregularly spelled words.
Range	ELA.3.38	chooses words/phrases without concern for effect.	chooses words/phrases for effect and recognizes the differences between spoken and written English.	chooses words/phrases for effect and recognizes and observes the differences between spoken and written English.	carefully chooses words/phrases for effect and to strengthen the message of the writing; recognizes and observes the differences between spoken and written English.
Range	ELA.3.39	clarifies the meaning of unknown words using immediate context clues.	clarifies the meaning of multiple-meaning words using sentence-level context clues; clarifies the meaning of unknown words using morphology (grade-level roots and affixes) and/or reference resources.	clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	clarifies the meaning of unknown and multiple-meaning words using sentence- and paragraph-level context clues, morphology (roots and affixes), and/or reference resources.

Range	ELA.3.40	recognizes simple word relationships and nuances in word meanings. Identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful).	demonstrates understanding of simple word relationships and nuances in word meanings; recognizes the literal and nonliteral use of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful).	demonstrates understanding of word relationships and nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	demonstrates understanding of complex word relationships and subtle nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies subtle or complex real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes subtle shades of meaning among related words that describe states of mind or degrees of certainty.

Table 2: Achievement Level Descriptors, ELA Grade 4

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly above the standard for the grade level, is able to access above-grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading					
Range	ELA.4.1	explains what the literary text says explicitly and draws simple inferences from the literary text.	explains what the literary text says explicitly and draws simple inferences; refers to details and examples in a literary text when explaining	refers to details and examples in a literary text when explaining what the literary text says explicitly and when	refers to details and examples in a literary text when explaining what the literary text says explicitly and when drawing complex

			what the literary text says explicitly.	drawing inferences from the literary text.	inferences from the literary text.
Range	ELA.4.2	identifies an explicitly stated theme of a story, drama, or poem; determines the details in the literary text.	determines an explicitly stated theme of a story, drama, or poem; determines the key details in the literary text.	determines the theme of a story, drama, or poem from details in the literary text; summarizes the text.	determines an implicitly stated theme of a story, drama, or poem from the details in the literary text; provides a comprehensive summary of the text.
Range	ELA.4.3	identifies a character, setting, or event in a story or drama, drawing on explicitly stated details in the literary text.	describes a character, setting, or event in a story or drama, drawing on explicitly stated details in the literary text.	describes in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text.	describes in depth a character, setting, or event in a story or drama, drawing on implicitly stated details in the literary text.
Range	ELA.4.4	identifies what an informational text says explicitly and draws simple inferences from the text.	explains what an informational text says explicitly, referring to details and examples from the text, and draws simple inferences from the text.	refers to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.	refers to details and examples in an informational text when explaining what the text says explicitly and when drawing complex inferences from the text.
Range	ELA.4.5	identifies an explicitly stated main idea and key details of an informational text.	determines an explicitly stated main idea of an informational text and determines key details; provides a simple summary of the text.	determines the main idea of an informational text and explains how it is supported by key details; summarizes the text.	determines an implicitly stated main idea of an informational text and explains, using textual evidence, how it is supported by key details; provides a comprehensive summary of the text.

Range	ELA.4.6	identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the informational text.	describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.	explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.	analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the informational text to justify the explanation.
Range	ELA.4.7	uses easily located, explicitly stated details to determine the meaning of familiar words and phrases as they are used in a literary text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters such as those found in mythology.	determines the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology.	determines the meaning of unfamiliar words and phrases as they are used in a literary text, including those that allude to significant characters such as those found in mythology.
Range	ELA.4.8	explains obvious differences between poems, drama, and prose; refers to basic structural elements of poems and dramas.	explains differences between poems, drama, and prose; refers to basic structural elements of poems and dramas.	explains major differences between poems, drama, and prose; refers to the structural elements of poems and drama when writing or speaking about a literary text.	explains how major differences between poems, drama, and prose affect meaning; refers to the complex structural elements of poems and drama when writing or speaking about a literary text.
Range	ELA.4.9	compares and contrasts explicitly stated points of view from which different literary texts are narrated; identifies first- and third-person narrations.	compares and contrasts explicitly stated points of view from which different literary texts are narrated, including the difference between first- and third-person narrations.	compares and contrasts the points of view from which different literary texts are narrated, including the difference between first- and third-person narrations.	compares and contrasts implicitly stated points of view from which different literary texts are narrated, including the difference between first- and third-person narrations.

Range	ELA.4.10	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.	uses explicitly stated details to determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.	determines the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.	determines the meaning of advanced academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.
Range	ELA.4.11	identifies the structure of events, ideas, concepts, or information in part of an informational text.	identifies the overall structure of events, ideas, concepts, or information in all or part of an informational text.	describes the overall structure of events, ideas, concepts, or information in all or part of an informational text.	explains the overall structure of events, ideas, concepts, or information in all or part of an informational text and how that contributes to the meaning of the text.
Range	ELA.4.12	identifies whether texts written on the same event or topic are a firsthand or secondhand account in two informational texts.	identifies a firsthand and secondhand account of the same event or topic in two informational texts.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in the focus and information provided in these informational texts.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes, using textual evidence, the difference in the focus and information provided in these informational texts.
Range	ELA.4.13	identifies connections presented within the text of a story or drama and the visual or oral presentation of the literary text.	makes simple connections between the text of a story or drama and the visual or oral presentation of the literary text.	makes connections between the text of a story or drama and a visual or oral presentation of the literary text, identifies where specific descriptions and directions in the text are reflected in the visual or oral presentation.	makes complex connections between inferred information within the text of a story or drama and the visual or oral presentation of the literary text, providing literary textual evidence where specific descriptions and directions in the text are

					reflected in the visual or oral presentation.
Range	ELA.4.14	identifies similar explicitly stated themes and topics and patterns of events in stories, myths, traditional literature, and literary texts from different cultures.	describes the treatment of similar explicitly stated themes and topics and patterns of events in stories, myths, traditional literature, and literary texts from different cultures.	compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, traditional literature, and literary texts from different cultures.	compares and contrasts the treatment of implicitly stated themes and topics and patterns of events in complex stories, myths, traditional literature, and literary texts from different cultures; makes higher-level inferences to identify support used by authors.
Range	ELA.4.15	identifies or describes information presented visually, orally, or quantitatively in an informational text.	identifies information presented visually, orally, or quantitatively and describes how the information contributes to an understanding of the informational text in which it appears.	interprets information presented visually, orally, or quantitatively and explains how the information contributes to an understanding of the informational text in which it appears.	analyzes information presented visually, orally, or quantitatively and explains how the information contributes to the overall understanding of the informational text in which it appears.
Range	ELA.4.16	identifies reasons and evidence to support particular points in an informational text.	describes how an author uses reasons and evidence to support particular points in an informational text.	explains how an author uses reasons and evidence to support particular points in an informational text.	analyzes how an author uses reasons and evidence to support particular points in an informational text.

Range	ELA.4.17	uses information from one informational text in order to write or speak about the subject knowledgeably.	identifies explicitly stated information from two informational texts on the same topic that could be used to write or speak about the subject knowledgeably with support.	integrates information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.	integrates complex and inferred information and textual evidence from two informational texts on the same topic in an organized manner in order to write or speak about the subject knowledgeably.
Writing					
Range	ELA.4.20	writes an opinion piece that lacks organization, does not include an introduction or conclusion or includes an ineffective one, provides irrelevant reasons to support the opinion, and does not include connections between opinions and reasons or includes ineffective connections.	writes a loosely organized opinion piece that introduces and concludes the topic, provides relevant and irrelevant reasons to support the opinion, and states opinions and reasons lacking clear connections.	writes a well-organized opinion piece that introduces the topic, provides reasons for the opinion that are supported by facts and details, links opinions and reasons using words and phrases, and provides a relevant concluding statement.	writes a well-organized opinion piece that effectively introduces the topic, provides reasons for the opinion that are effectively supported by facts and details, links opinions with established reasons using words and phrases, and provides an effective concluding statement.
Range	ELA.4.21	writes an explanatory piece that lacks organization, does not include an introduction or conclusion or includes an ineffective one, provides irrelevant facts and details to develop the topic, and does not use domain-specific vocabulary to clarify the text.	writes a loosely organized explanatory piece that introduces the topic, develops the topic with facts and details that may or may not have support in the text, links ideas with categories of information that may or may not be demonstrated in the text, uses domain-specific vocabulary in an attempt to explain the topic, and	writes a well-organized explanatory piece that clearly introduces the topic, develops the topic with concrete facts and details, links ideas with categories of information using words or phrases, uses domain-specific vocabulary, and provides a concluding statement.	writes a well-organized explanatory piece that clearly and effectively introduces the topic, develops the topic with concrete facts and details, links supported ideas with categories of information using words and phrases, uses domain-specific vocabulary efficiently, and provides an effective concluding statement.

			provides a concluding statement.		
Range	ELA.4.23–25	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements and has no clear purpose or audience.	produces writing with guidance and support that includes incomplete or insufficient development, revision, and collaborative elements and an unclear or unfocused purpose or audience.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements; a concise purpose; and a clear audience.	produces strong writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements, as well as a clear target audience and a well-established purpose.
Range	ELA.4.26–27	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories and drawing irrelevant information from literary or informational texts to attempt to support his or her research.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the relevant provided categories and drawing some relevant information from literary or informational texts to attempt to support his or her research.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts as strong, relevant support for his or her research.
Listening					

Range	ELA.4.31	identifies a text read aloud or information presented in a singular media format, including visually, quantitatively, and orally.	identifies portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally, keeping the same organizational structure.
Range	ELA.4.32	identifies one reason or piece of evidence a speaker provides to support a particular point.	identifies one reason and evidence a speaker provides to support a particular point.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the strength of the reasons and evidence a speaker provides to support particular points.
Language					
Range	ELA.4.36	attempts to meet the conventions of Standard English grammar and usage when writing; forms and uses simple prepositional phrases.	demonstrates an understanding of the conventions of Standard English grammar and usage when writing, including using relative pronouns and relative adverbs and forming and using the progressive verb tense; orders adjectives within sentences according to conventional patterns; forms and uses simple prepositional phrases; produces complete sentences, recognizing and correcting fragments and run-ons.	demonstrates command of the conventions of Standard English grammar and usage when writing, including using relative pronouns and relative adverbs, forming and using the progressive verb tenses, and using modal auxiliaries (e.g., can, may, or must) to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly	demonstrates strong command of the conventions of Standard English grammar and usage when writing, including using relative pronouns and relative adverbs, forming and using the progressive verb tenses, and using modal auxiliaries (e.g., can, may, or must) to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses complex prepositional phrases; produces complete sentences with varying complexity, recognizing and correcting

				uses frequently confused words (e.g., to, too, and two; there and their).	inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., to, too, and two; there and their).
Range	ELA.4.37	attempts to meet the conventions of Standard English capitalization, punctuation, and spelling when writing; uses correct capitalization; uses commas and/or quotation marks to mark direct speech and quotations from a text; spells most words correctly, consulting references as needed.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing; uses correct capitalization; uses commas and/or quotation marks to mark direct speech and quotations from a text; spells most words correctly, consulting references as needed.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing; uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells words correctly,	demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing; uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells low-frequency and above-grade-level words

				consulting references as needed.	correctly, consulting references as needed.
Range	ELA.4.38	uses knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to form sentences; uses some punctuation.	uses some knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas; uses appropriate punctuation; uses a consistently formal or informal tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas precisely; chooses punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	uses a deep knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas precisely; chooses punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Range	ELA.4.39	clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies; uses immediate context as a clue to the meaning of a word or phrase; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to determine the meaning of words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases; uses immediate context as a clue to the meaning of a word or phrase; recognizes Greek and Latin affixes and roots; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Range	ELA.4.40	recognizes simple figurative language, simple word relationships, and nuances in word meanings; recognizes simple similes and metaphors; recognizes common idioms, adages, and proverbs; understands that words have direct opposites (antonyms) and some words have similar but not identical meanings (synonyms).	demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of common, simple idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; explains the meaning of similes and metaphors in context; recognizes and explains the meaning of idioms, adages, and proverbs; demonstrates deep understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Table 3: Achievement Level Descriptors, ELA Grade 5

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading					
Range	ELA.5.1	explains what a literary text says explicitly and draws simple inferences.	explains what the literary text says explicitly and draws inferences; quotes accurately to support ideas stated explicitly.	quotes accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a literary text when explaining what the text says explicitly and when drawing complex inferences.
Range	ELA.5.2	identifies an explicitly stated theme of a story, drama, or poem; determines the details in a literary text.	determines an explicitly stated theme of a story, drama, or poem; determines the key details in a literary text.	determines a theme of a story, drama, or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.	determines an implicitly stated theme of a story, drama, or poem from the details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; provides a comprehensive summary of the text.

Range	ELA.5.3	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on simplistic and explicitly stated details in the literary text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on explicitly stated details in the literary text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact).	compares and contrasts, in depth, two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the literary text.
Range	ELA.5.4	explains what an informational text says explicitly and draws simple inferences.	explains what an informational text says explicitly and draws inferences; quotes accurately to support ideas stated explicitly from the text.	quotes accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from an informational text when explaining what the text says explicitly and when drawing complex inferences.
Range	ELA.5.5	identifies an explicitly stated main idea of an informational text; determines key details.	determines an explicitly stated main idea of an informational text and explains how it is supported by key details; provides a simple summary of the text.	determines two or more main ideas of an informational text and explains how they are supported by key details; summarizes the text.	determines the relationship between two or more main ideas of an informational text and explains how they are supported by key details; provides a comprehensive summary of the text.
Range	ELA.5.6	identifies the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical informational text.	describes the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical informational text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in an informational text.	analyzes in detail the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in an informational text.
Range	ELA.5.7	uses explicitly stated details to determine the meaning of familiar words and phrases as they are used in a literary text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.	determines the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.	determines the meaning of unfamiliar words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.

Range	ELA.5.8	identifies how a series of chapters, scenes, or stanzas in a literary text affect the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas in a literary text affect the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fit together in a literary text to provide the overall structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fit together in a literary text to provide the overall structure of a particular story, drama, or poem; makes inferences about the interaction.
Range	ELA.5.9	identifies how a narrator's or speaker's point of view influences events in a literary text.	describes how a narrator's or speaker's point of view influences events in a literary text.	describes how a narrator's or speaker's point of view influences how events are described in a literary text.	describes how a narrator's or speaker's point of view influences how complex events are described in a literary text.
Range	ELA.5.10	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	uses explicitly stated details to determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	determines the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.	determines the meaning of advanced academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.
Range	ELA.5.11	identifies the overall structure of events, ideas, concepts, or information in an informational text.	explains the overall structure of events, ideas, concepts, or information in two or more informational texts.	compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more informational texts.	compares and contrasts the overall structure of events, ideas, concepts, or information in two or more informational texts and describes how that structure contributes to overall meaning.
Range	ELA.5.12	identifies the point of view in multiple accounts of an event or topic in informational texts.	determines the point of view in multiple accounts of the same event or topic in informational texts.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and identifying examples where the author reveals the point of view in informational texts.

Range	ELA.5.13	identifies how visual and multimedia elements contribute to the meaning of a literary text.	describes how visual and multimedia elements contribute to the meaning of a literary text.	analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and/or poem).	analyzes and evaluates how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text.
Range	ELA.5.14	compares and contrasts stories in literary texts of the same genre.	compares and contrasts stories in literary texts of the same genre on their approaches to similar explicitly stated topics.	compares and contrasts stories in literary texts of the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	compares and contrasts stories in literary texts of the same genre on their approaches to similar implicitly stated themes and topics, providing evidence to support his or her claim.
Range	ELA.5.15	identifies explicit information within print or digital informational sources in order to locate an answer or solve a problem.	draws on information from a print or digital informational source, making simple inferences and demonstrating the ability to locate an answer to a question or to solve a problem.	draws on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	draws on information from multiple print or digital informational sources, making complex inferences and demonstrating the ability to locate inferred information to answer complex questions or to solve a problem efficiently.
Range	ELA.5.16	identifies which reasons or evidence support a point in an informational text.	describes how an author uses reasons and evidence to support particular points in an informational text.	explains how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).	evaluates the strength of the reasons and evidence an author uses to support particular points in an informational text.
Range	ELA.5.17	identifies information from two informational texts in order to write or speak about the subject knowledgably.	integrates explicitly stated similarities from several informational texts on the same topic in order to write or speak about the subject knowledgably.	integrates information from several informational texts on the same topic in order to write or speak about the subject knowledgably.	integrates complex or inferred information from several informational texts on the same topic in order to write or speak knowledgably, using textual evidence about the subject.
Writing					

Range	ELA.5.20	writes an opinion that lacks organization, that does not include an introduction or conclusion or includes an unclear one, provides irrelevant reasons to support an opinion, and provides facts and reasons that are not connected.	writes a moderately organized opinion piece that introduces the topic, provides relevant and irrelevant reasons for the opinion that may or may not be logically ordered and/or supported by facts and details, links opinions and reasons, and provides a concluding statement.	writes a well-organized opinion piece that introduces the topic, provides reasons for the opinion that are logically ordered and supported by facts and details, links opinions and reasons, and provides a relevant concluding statement.	writes a well-organized opinion piece that effectively introduces the topic, provides reasons for the opinion that are logically and purposefully ordered and supported by facts and details, links opinions and reasons, and provides a relevant and effective concluding statement.
Range	ELA.5.21	writes an explanation that lacks organization, that does not include an introduction or conclusion or includes an ineffective one, provides irrelevant reasons to support the opinion, and does not use domain-specific vocabulary to clarify the text.	writes a loosely organized explanatory piece that introduces the topic, develops the topic with facts and details that may or may not have support in the text, links ideas with categories of information which may or may not be demonstrated in the text, uses domain-specific vocabulary in an attempt to explain the topic, and provides a concluding statement.	writes a well-organized explanatory piece that clearly introduces the topic, develops the topic with concrete facts and details, links ideas with categories of information using phrases and clauses, uses domain-specific vocabulary, and provides a concluding statement.	writes a well-organized explanatory piece that clearly and effectively introduces the topic, develops the topic with concrete facts and details, links supported ideas with categories of information using complex phrases and clauses, uses domain-specific vocabulary efficiently, and provides an effective concluding statement.
Range	ELA.5.23–25	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes incomplete or insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.

Range	ELA.5.26–27	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories and drawing irrelevant information from literary or informational texts to attempt to support his or her research and analysis.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the relevant provided categories and drawing some relevant information from literary or informational texts to attempt to support his or her research and analysis.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research and analysis.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts as strong and relevant support for his or her research and analysis.
Listening					
Range	ELA.5.31	identifies key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Range	ELA.5.32	identifies the points a speaker makes.	determines the points a speaker makes and identifies how each claim is supported by reasons and evidence.	summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	provides a comprehensive summary of the points a speaker makes and explains in detail how each claim is supported by reasons and evidence.
Language					

Range	ELA.5.36	demonstrates a basic understanding of the conventions of Standard English grammar and usage when writing or speaking; attempts to form and use the perfect verb tenses; attempts to use correlative conjunctions (e.g., either/or and neither/nor).	demonstrates an understanding of the conventions of Standard English grammar and usage when writing or speaking, understanding the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various times, sequences, states, and conditions, and recognizes inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or and neither/nor).	demonstrates command of the conventions of Standard English grammar and usage when writing or speaking, explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various times, sequences, states, and conditions, and recognizes and corrects inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or and neither/nor).	demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking, explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various specific times, sequences, states, and conditions, and recognizes and corrects inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or and neither/nor).
Range	ELA.5.37	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; spells words correctly, consulting references as needed.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; spells words correctly, consulting references as needed.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.	demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.

Range	ELA.5.38	uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening; expands and reduces sentences for meaning; compares the language used in stories, dramas, or poems.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; expands, combines, and reduces sentences for meaning; compares and contrasts the varieties of English (e.g., dialects and/or registers) used in stories, dramas, or poems.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts the varieties of English (e.g., dialects and/or registers) used in stories, dramas, or poems.	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening; effectively expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts, in depth, the varieties of English (e.g., dialects and/or registers) used in stories, dramas, or poems.
Range	ELA.5.39	clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies; uses immediate context as a clue to the meaning of a word or phrase; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to determine the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses immediate context as a clue to the meaning of a word or phrase; recognizes Greek and Latin affixes and roots; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Range	ELA.5.40	recognizes figurative language, basic word relationships, and nuances in word meanings; recognizes common idioms, adages, and proverbs; understands the relationship between particular words (e.g., synonyms, antonyms, and homographs).	demonstrates understanding of basic figurative language, basic word relationships, and nuances in word meanings; interprets basic figurative language, including similes and metaphors, in context; recognizes common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings; interprets figurative language, including similes and metaphors, in context; recognizes and explains the meaning of common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; interprets complex figurative language, including similes and metaphors, in context; recognizes and explains the meaning of idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.

Table 4: Achievement Level Descriptors, ELA Grade 6

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low-to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate-to-high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
			Reading		
Range	ELA.6.1	generally refers to the literary text to support analysis of what the text says explicitly.	identifies textual evidence to support analysis of what the literary text says explicitly.	cites textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	cites strong textual evidence to support a complex inference or analysis of the literary text.

Range	ELA.6.2	identifies a theme or central idea of a literary text; provides a basic sequence of events of a text.	identifies a theme or central idea of a literary text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a theme or central idea of a literary text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates themes or central ideas and how they are conveyed through particular details in a literary text; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Range	ELA.6.3	identifies a basic plot of a particular story or drama and how the main character changes.	explains how the plot of a particular story or drama unfolds and how the characters change.	describes how the plot of a particular story or drama unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds in a series of events and how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Range	ELA.6.4	identifies textual evidence to support analysis of what the informational text says explicitly.	cites textual evidence to support analysis of what the informational text says explicitly as well as simple inferences drawn from the text.	cites textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as abstract and complex inferences drawn from the text.
Range	ELA.6.5	identifies a central idea of an informational text; provides a basic sequence of events.	identifies a central idea of an informational text; provides a simple summary of the text distinct from personal opinions or judgments.	determines a central idea of an informational text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details in an informational text; provides a comprehensive summary of the text distinct from personal opinions or judgments.

Range	ELA.6.6	identifies how a key individual, event, or idea is introduced and illustrated in an informational text.	explains how a key individual, event, or idea is introduced, illustrated, and developed in an informational text.	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes); uses evidence from the text to evaluate relationships among key individuals, events, or ideas.
Range	ELA.6.7	determines the literal meaning of words and phrases as they are used in a literary text; identifies the tone of a literary text.	distinguishes literal, figurative, and connotative meanings of words and phrases as they are used in a literary text; identifies the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.
Range	ELA.6.8	identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a literary text.	describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a literary text.	analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text and contributes to the development of the theme, setting, or plot.	analyzes how a particular sentence, chapter, scene, or stanza affects the overall structure of a literary text and contributes to the development of the theme, setting, or plot throughout the text.
Range	ELA.6.9	describes a narrator's or speaker's explicitly stated point of view in a literary text.	describes the point of view of the narrator or speaker in a literary text.	explains how an author develops the point of view of the narrator or speaker in a literary text.	analyzes how an author develops the point of view of the narrator or speaker in a literary text, citing evidence to support the analysis.

Range	ELA.6.10	determines the literal meaning of words and phrases as they are used in an informational text.	distinguishes among literal, figurative, and connotative meanings of words and phrases as they are used in an informational text.	determines the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.	analyzes the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; evaluates the impact of a specific word choice.
Range	ELA.6.11	locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of an informational text.	explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of an informational text and contributes to the development of the ideas.	analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.	articulates why the author uses a particular sentence, paragraph, chapter, or section in the overall structure of an informational text and explains how it contributes to the development of the ideas, citing evidence from the text to support the response.
Range	ELA.6.12	identifies an author's explicitly stated point of view or purpose in an informational text.	identifies an author's point of view or purpose in an informational text and gives an example of how it is communicated in the text.	determines an author's point of view or purpose in an informational text and explains how it is communicated in the text.	analyzes an author's point of view and purpose in an informational text; provides textual evidence to show how the author's purpose is communicated in the text.
Range	ELA.6.13	compares the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the literary text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the literary text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the literary text, including contrasting what is "seen" or "heard" when reading the text compared to what is perceived when listening or watching.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the literary text, including analyzing what is "seen" or "heard" when reading the text compared to what is perceived when listening or watching. Provides evidence from the different versions of the text to support perceptions.

Range	ELA.6.14	identifies overtly differing literary textual elements in different forms or genres with similar themes or topics.	identifies differing literary textual elements in different forms or genres (e.g., stories, poems, historical novels and fantasy stories) with similar themes or topics.	compares and contrasts literary texts in different forms or genres (e.g., stories, poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	compares, contrasts and evaluates literary texts in different forms or genres (e.g., stories, poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range	ELA.6.15	identifies key information presented in different media or formats (e.g., visually and/or quantitatively) and in words.	integrates information presented in different media or formats (e.g., visually and/or quantitatively) and in words to show a partially developed understanding of a topic or issue.	integrates information presented in different media or formats (e.g., visually and/or quantitatively) and in words to develop a coherent understanding of a topic or issue.	synthesizes information presented in different media or formats(e.g., visually and/or quantitatively) and in words to develop a comprehensive understanding of a topic or issue.
Range	ELA.6.16	identifies specific claims, reasoning, and evidence in an informational text.	traces the argument and specific claims, reasoning, and evidence in an informational text.	traces and evaluates the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.	traces and evaluates the argument and specific claims in an informational text, explaining why the reasoning and evidence supports or does not support the claim.
Range	ELA.6.17	compares and contrasts two author's presentations of events in informational texts, identifying explicit similarities and differences.	compares and contrasts two author's presentations of essential events in informational texts.	compares and contrasts two author's presentations of events (e.g., a memoir written by and a biography on the same person) in informational texts.	compares and contrasts two author's presentations of events (e.g., a memoir written by and a biography on the same person) in informational texts; provides evidence to illustrate the impact of the different presentations.
Writing					

Range	ELA.6.20	writes arguments to support claims: • Introduces claim(s) • Supports the claim(s) with reasons, using sources or non-textual evidence but demonstrating a basic understanding of the topic or text • Uses words, phrases, and clauses to state the relationships among claim(s) and reasons • Uses an informal style • Provides a concluding statement or section that partially or illogically follows from the argument presented	writes arguments to support claims with clear reasons and evidence: • Introduces claim(s) and organizes the evidence • Supports claim(s) with reasons and evidence, using appropriate sources and demonstrating an understanding of the topic or text • Uses words, phrases, and clauses to state the relationships among claim(s) and reasons • Establishes a formal style • Provides a concluding statement or section that partially follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence: • Introduces claim(s) and organizes the reasons and evidence clearly • Supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text • Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons • Establishes and maintains a formal style • Provides a concluding statement or section that follows from the argument presented.	writes arguments that support claims with clear reasons and relevant evidence: • Introduces solid claim(s) and organizes the reasons and evidence clearly • Supports the claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a strong understanding of the topic or text • Uses words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons • Establishes and maintains a formal style • Provides a well-developed concluding section that closely follows from the argument presented.

Range	ELA.6.21	writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection, organization of content: • introduces a topic; organizes ideas, concepts, and information, inconsistently applying strategies such as definition, classification, comparison/contrast, and cause/effect • develops the topic with facts • uses basic transitions to connect the relationships among ideas and concepts • uses some domain-specific vocabulary to inform about or explain the topic • uses an informal style • provides a concluding statement or section that partially follows from the information or explanation presented.	writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content: • introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aid comprehension • develops the topic with facts, definitions, concrete details, quotations, or other information and examples • uses appropriate transitions to connect the relationships among ideas and concepts • uses some precise language and domain-specific vocabulary to inform about or explain the topic • establishes a formal style • provides a basic concluding statement or section that follows from the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: • introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) graphics (e.g., charts, tables) and multimedia when useful to aid comprehension • develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples • uses appropriate transitions to clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary to inform about or explain the topic • establishes and maintains a formal style • provides a concluding statement or section that follows from the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: • introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) in a way that enhances the explanation • develops the topic with significant facts, definitions, concrete details, quotations, or other information and examples • uses appropriate transitions to clarify and elaborate on the relationships among ideas and concepts • uses precise language and domain-specific vocabulary to enhance the explanation of the topic • establishes and maintains a formal style • provides a well-developed concluding statement or section that follows from the information or explanation presented.

Range	ELA.6.23-25	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type efficiently and accurately.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type efficiently and accurately.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates high command of keyboarding skills to type efficiently and accurately.
Range	ELA.6.26-27	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; paraphrases the conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation.
			Listening		
Range	ELA.6.31	recalls information presented in diverse media and formats and identifies a topic, text, or issue under study.	recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study.	interprets information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explains how it contributes to a topic, text, or issue under study.	interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.

Range	ELA.6.32	identifies a speaker's argument and specific claims.	identifies a speaker's argument and specific claims and makes some distinctions about claims that are supported by reasons and evidence from claims that are not.	delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	delineates a speaker's argument and specific claims, critiquing claims that are supported by reasons and evidence and claims that are not.
Language					
Range	ELA.6.36	demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking: inconsistently uses pronouns in the correct case; inconsistently recognizes inappropriate shifts in pronoun number and person; and recognizes variations from Standard English, using basic strategies to improve expression in conventional language.	demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes inappropriate shifts in pronoun number and person; recognizes vague pronouns; and identifies variations from Standard English and uses strategies to improve expression in conventional language.	demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; recognizes and corrects vague pronouns; and recognizes variations from Standard English and uses strategies to improve expression in conventional language.	demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; and recognizes and corrects vague pronouns; and identifies variations from Standard English and uses strategies to improve expression in conventional language.
Range	ELA.6.37	demonstrates a limited understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: inconsistently uses punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates an understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: generally uses punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates strong and strategic command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements; spells correctly.

Range	ELA.6.38	uses basic knowledge of language and its conventions when writing, speaking, reading, or listening, applying basic variations in sentence patterns for meaning, interest, reader/listener interest, and style while attempting some consistency in style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening, sometimes varying sentence patterns for meaning, interest, reader/listener interest, and style while demonstrating some consistency in style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining consistency in style and tone.	strategically uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining strong consistency in style and tone.
Range	ELA.6.39	with strong support, determines or clarifies the explicit meaning of basic words and phrases, using context, Greek and Latin affixes and roots as clues to the meaning, consulting reference materials as needed.	generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the initial determination of the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the initial determination of the meaning of a word or phrase.	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing effectively from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the initial determination of the meaning of a word or phrase.

Range	ELA.6.40	demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings, including identifying some figures of speech in context, sometimes using the relationship between particular words to better understand each of the words, and sometimes distinguishing among the connotations of words with similar denotations.	demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings, including identifying figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations.	demonstrates command of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, evaluating the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations and applying them in speaking and writing.

Table 5: Achievement Level Descriptors, ELA Grade 7

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly above the standard for the grade level, is able to access above-grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading					
Range	ELA.7.1	generally refers to the literary text to support analysis of what it says explicitly.	identifies textual evidence to support analysis of what the literary text says explicitly.	cites several pieces of textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a complex inference or analysis of a literary text.
Range	ELA.7.2	identifies a theme or central idea of a literary text; provides a basic sequence of events in a text.	identifies a theme or central idea of a literary text; provides a simple objective summary of a text.	determines a theme or central idea of a literary text and analyzes its development over the course of a text; provides an objective summary of a text.	evaluates themes or central ideas and their development over the course of a literary text; provides a comprehensive, objective summary of a text.
Range	ELA.7.3	identifies particular elements of a story or drama (e.g., setting or characters).	explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	evaluates the impact of relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot).
Range	ELA.7.4	generally refers to the informational text to support analysis of what it says explicitly.	identifies textual evidence to support analysis of what the informational text says explicitly.	cites several pieces of textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a complex inference or analysis of an informational text.

Range	ELA.7.5	identifies a central idea of the informational text; provides a basic sequence of events or ideas in the text.	identifies two or more central ideas of the informational text; provides a simple summary of the text.	determines two or more central ideas in an informational text and analyzes their development over the course of the text; provides an objective summary of the text.	evaluates two or more central ideas and their development over the course of an informational text; provides a comprehensive, objective summary of the text.
Range	ELA.7.6	identifies the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	describes the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	evaluates the relationships between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Range	ELA.7.7	with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in a literary text; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; describes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	determines the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyzes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	determines the meaning and analyzes the impact of words and phrases as they are used in a literary text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Range	ELA.7.8	describes a drama's or poem's form or structure (e.g., soliloquy or sonnet).	describes and identifies how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning.	analyzes how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning.	analyzes and evaluates how a drama's or poem's form or structure (e.g., soliloquy or sonnet) contributes to its meaning and effectiveness.
Range	ELA.7.9	describes the points of view of different characters or narrators in a literary text.	analyzes the points of view of different characters or narrators in a literary text.	analyzes how an author develops and contrasts the points of view of different characters or narrators in a literary text.	analyzes how the author develops and contrasts the points of view of different, complex characters or narrators in a literary text and evaluates the effectiveness of the points of view.
Range	ELA.7.10	with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in an informational text; identifies the impact of a specific word choice on meaning.	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; describes the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of a specific word choice on meaning and tone.

Range	ELA.7.11	describes the structure an author uses to organize an informational text; identifies the major sections of the text.	describes and identifies the structure an author uses to organize an informational text; describes how the major sections contribute to the whole and to the development of the ideas.	analyzes the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.	evaluates the rhetorical effect of the structure an author uses to organize an informational text and analyzes how the major sections contribute to the whole and to the development of the ideas; articulates how a different text structure might impact the meaning of the text.
Range	ELA.7.12	identifies an author's purpose in an informational text and what distinguishes his or her position from that of others.	identifies an author's point of view or purpose in an informational text and describes how the author distinguishes his or her position from that of others.	determines an author's point of view or purpose in an informational text and analyzes how the author distinguishes his or her position from that of others.	analyzes an author's point of view and purpose in an informational text; evaluates how effectively the author distinguishes his or her position from that of others.
Range	ELA.7.13	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, and identifies the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, evaluating the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) and critiquing its use by its director.
Range	ELA.7.14	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses or alters history.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	cites evidence from both a fictional portrayal of a time, place, or character and a historical account of the same period to support an analysis and evaluation of how authors of fiction use or alter history.
Range	ELA.7.15	generally compares and contrasts a text to an audio, video, or multimedia version of the informational text.	compares and contrasts a text to an audio, video, or multimedia version of the informational text, describing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the power of the words).	compares and contrasts a text to an audio, video, or multimedia version of the informational text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the power of the words).	compares and contrasts an informational text to an audio, filmed, staged, or multimedia version, evaluating each medium's portrayal of the subject (e.g., how the delivery of a speech affects the power of the words) and providing specific evidence to support evaluation.

Range	ELA.7.16	traces the argument and claim in an informational text, identifying the reasoning and evidence used to support the claim.	traces and evaluates the argument and claims in an informational text, describing the reasoning and evidence used to support the claims.	traces and evaluates the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	explicates and evaluates the argument and specific claims in a complex informational text; cites specific language in the text in an assessment of why or why not the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Range	ELA.7.17	describes how two or more authors writing about the same topic shape their presentations of key information.	describes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	cites textual evidence in an evaluation of the different rhetorical effects of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Writing					

Range	ELA.7.20	writes arguments that include a claim or extra textual evidence: • introduces claim(s) and organizes the reasons and evidence • supports claim(s) with reasoning and non-textual evidence, demonstrating a basic understanding of the topic or text • uses basic transitional words to link claim(s), reasons, and evidence • attempts to establish a formal style • provides a concluding statement or section.	writes arguments to support claims with extra textual evidence: • introduces claim(s) and organizes the reasons and evidence logically • supports claim(s) with reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text • uses words, phrases, and clauses to link claim(s), reasons, and evidence • establishes formal style • provides a concluding statement or section that follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence: • introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically • supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence • establishes and maintains a formal style • provides a concluding statement or section that follows from and supports the argument presented.	writes arguments to support claims with clear reasons and relevant evidence: • introduces solid claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically • supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text • uses precise words, phrases, and clauses to create cohesive links among major sections of the essay and clarify the relationships among claim(s), reasons, and evidence • establishes and maintains a formal style and objective tone • provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.

Range	ELA.7.21	writes informative/explanatory text to describe a topic through the selection and organization of content: • introduces a topic; attempts an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect • describes the topic with facts, definitions, concrete details, quotations, or other information and examples • uses basic transitions to link ideas and concepts • uses topic-appropriate language and vocabulary to inform • attempts a formal style • provides a concluding statement or section.	writes informative/explanatory text to explain a topic through the selection and organization of relevant content: • introduces a topic clearly; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts or tables) when useful to aid comprehension • develops the topic with facts, definitions, concrete details, quotations, or other information and examples • uses appropriate transitions to create cohesion • uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic • establishes formal style • provides a concluding statement or section that follows from the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: • introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts or tables) and multimedia when useful to aid comprehension • develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples • uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary to inform about or explain the topic • establishes and maintains a formal style • provides a concluding statement or section that follows from and supports the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information with a strongly developed focus through the selection, organization, and analysis of relevant content: • introduces a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause and effect; includes formal formatting (e.g., headings) and graphics (e.g., charts or tables) to enhance comprehension • develops the topic with analysis of relevant facts, complex ideas, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic • uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary to manage the complexity of the topic • establishes and maintains a formal style and objective tone • provides a compelling concluding statement or section that follows from,

					supports, and extends the information or explanation presented.
Range	ELA.7.23–25	produces writing in which the development, organization, and style are appropriate to the task; develops writing by applying planning, revising, editing, or rewriting; editing should demonstrate basic command of Language standards up to and including grade 7; uses technology to produce writing.	produces clear writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed; editing should demonstrate basic command of Language standards up to and including grade 7; uses technology to produce writing and refer to sources.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing should demonstrate command of Language standards up to and including grade 7; uses technology to produce writing and cite sources.	produces well-developed and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, successfully addressing the intended purpose and audience; editing should demonstrate skillful command of Language standards up to and including grade 7; uses technology to produce writing and cite sources as well as connect ideas efficiently.
Range	ELA.7.26–27	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused, and evaluative ideas; gathers relevant information from multiple sources; evaluates the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
Listening					

Range	ELA.7.31	identifies the main ideas and supporting details presented in diverse media and formats.	identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explains how the ideas clarify a topic, text, or issue under study.	analyzes and interprets the main ideas and supporting details presented in diverse media and formats and explains how the ideas clarify a topic, text, or issue under study.
Range	ELA.7.32	delineates a speaker's argument and specific claims.	delineates a speaker's argument and specific claims, identifying the relevance of the evidence introduced.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	delineates a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence using real-world application and/or rhetorical analysis.
			Language		
Range	ELA.7.36	demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking: • explains the function of phrases and clauses in general and their function in specific sentences • chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking: • explains the function of phrases and clauses in general and their function in specific sentences • chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: • explains the function of phrases and clauses in general and their function in specific sentences • chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: • explains the function of phrases and clauses in general and evaluates their function in specific sentences • chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas • places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Range	ELA.7.37	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: • uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie) • spells correctly.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: • uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie) • spells correctly.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: • uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie) • spells correctly.	demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing: • uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie) • spells correctly.
Range	ELA.7.38	attempts to use the conventions of language when writing, speaking, reading, or listening: • inconsistently chooses language that expresses ideas without wordiness and redundancy.	generally uses knowledge of language and its conventions when writing, speaking, reading, or listening: • attempts to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: • chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening: • strategically chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Range	ELA.7.39	with textual support (e.g., context clues, embedded definitions), tentatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, or rebel) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • inconsistently verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, or rebel) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, or rebel) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph or a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, or rebel) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Range	ELA.7.40	demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings: • identifies some figures of speech (e.g., literary or mythological allusions) in context • uses the relationship between particular basic words (e.g., synonym/antonym or analogy) to better understand each of the words • inconsistently distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: • identifies figures of speech (e.g., literary or mythological allusions) in context • uses the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words • distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings: • interprets figures of speech (e.g., literary or mythological allusions) in context • uses the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words • distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).	demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings: • interprets figures of speech (e.g., literary or mythological allusions) in context • uses the relationship between particular words (e.g., synonym/antonym or analogy) to better understand each of the words • distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, or condescending).

Table 6: Achievement Level Descriptors, ELA Grade 8

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order-thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the West Virginia College and Career Readiness Standards for English Language Arts. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading					
Range	ELA.8.1	cites textual evidence to support an analysis of what the literary text says explicitly.	cites multiple examples of textual evidence to support an analysis of what the literary text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the literary text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports a deep analysis of the literary text as well as complex inferences drawn from the text.
Range	ELA.8.2	identifies a theme or central idea of a literary text; identifies characters, setting, and plot; provides a basic retelling of the text.	identifies a theme or central idea of a literary text; analyzes characters, setting and plot; provides a simple objective summary of the text.	determines a theme or central idea of a literary text and analyzes its development over the course of a text, including its relationship to the characters, setting and plot; provides an objective summary of the text.	determines a theme or central idea and analyzes its development over the course of a literary text; evaluates its relationship to the narrative elements; provides a comprehensive, objective summary of the text.

Range	ELA.8.3	identifies specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of a character.	describes how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of a character.	analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	analyzes and evaluates the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of a character, or provoke a decision.
Range	ELA.8.4	cites textual evidence to support an analysis of what the informational text says explicitly.	cites multiple examples of textual evidence to support an analysis of what the informational text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the informational text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports a deep analysis of the informational text as well as complex inferences drawn from the text.
Range	ELA.8.5	identifies a central idea of an informational text; provides a basic retelling of the text.	identifies a central idea of an informational text and follows its development over the course of the text; provides a simple, objective summary of the text.	determines a central idea of an informational text and analyzes its development over the course of the text, including its relationship to supporting ideas; provides an objective summary of the text.	determines a central idea of an informational text and analyzes its development over the course of the text, including its relationship to supporting ideas; evaluates the strength of each supporting idea; provides a comprehensive, objective summary of the text.
Range	ELA.8.6	describes how an informational text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how an informational text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how an informational text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) and evaluates their rhetorical impact on the text.
Range	ELA.8.7	With literary textual support (e.g., conliterary text clues, embedded definitions), determines the denotative meaning of words and phrases as they are used in a literary text.	With literary textual support (e.g., conliterary text clues, embedded definitions), determines the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	evaluates the impact of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Range	ELA.8.8	compares and contrasts the content of two literary texts.	compares and contrasts the structure of two or more literary texts, describing the connection to their meaning and style.	compares and contrasts the structure of two or more literary texts, analyzing how the differing structure of each text contributes to its meaning and style.	compares and contrasts the structure of two or more literary texts, analyzing how the differing structure of each text contributes to its meaning and style and evaluates their effectiveness.
Range	ELA.8.9	describes how differences in the points of view of the characters or the reader affect a literary text.	analyzes how differences in the points of view of the characters or the reader affect a literary text.	analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in a literary text.	analyzes how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor and evaluates their impact on a literary text.
Range	ELA.8.10	with textual support (e.g., context clues, embedded definitions), determines the literal meaning of words and phrases as they are used in an informational text; identifies the impact of specific word choices on meaning and tone.	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in an informational text, including common figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	analyzes the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts.
Range	ELA.8.11	describes the structure of a specific paragraph in an informational text; describes the role of particular sentences in creating that structure.	describes and identifies the structure of a specific paragraph in an informational text; describes the role of particular sentences in developing and refining a key concept.	analyzes in detail the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	evaluates the rhetorical effect of the structure of a specific paragraph in an informational text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept.
Range	ELA.8.12	identifies an author's point of view or purpose in an informational text; identifies examples where the author acknowledges or responds to conflicting evidence or viewpoints.	identifies an author's point of view or purpose in an informational text and describes how the author acknowledges and responds to conflicting evidence or viewpoints.	determines an author's point of view or purpose in an informational text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints.	analyzes an author's point of view or purpose in an informational text and evaluates the rhetorical effect of how the author acknowledges and responds to conflicting evidence or viewpoints.

Range	ELA.8.13	describes the extent to which a film of a story of drama stays faithful to or departs from the text or script.	describes the extent to which a film of a story of drama stays faithful to or departs from the text or script, identifying the choices made by the director or actors.	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors and proposing alternate treatments.
Range	ELA.8.14	identifies how a modern work of fiction draws on explicit patterns of events or character types from myths, traditional stories, or religious works.	identifies how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).	analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).	cites specific evidence to support an analysis and evaluation of how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).
Range	ELA.8.15	identifies a particular topic or idea presented in two different mediums (e.g., print or digital text, video, and/or multimedia).	compares and contrasts the use of different mediums (e.g., print or digital text, video, and/or multimedia) in presenting a particular topic or idea.	evaluates the advantages and disadvantages of using different mediums (e.g., print or digital text, video, and/or multimedia) to present a particular topic or idea.	evaluates the advantages and disadvantages of using different mediums (e.g., print or digital text, video, and/or multimedia) to present a particular topic or idea, providing specific evidence to support the evaluation.
Range	ELA.8.16	delineates the argument and specific claims in an informational text, describing the reasoning and evidence used to support the claims.	delineates and evaluates the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in an informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	explicates and evaluates the argument and specific claims in an informational text, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced and justifies reasoning.

Range	ELA.8.17	describes a case in which two or more informational texts provide conflicting information on the same topic, and identifies where the texts disagree.	describes a case in which two or more informational texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact.	analyzes a case in which two or more informational texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation.	analyzes a case in which two or more informational texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation, evaluating the strength or reliability of each.
Writing					

Range	ELA.8.20	writes arguments to support claims with reasons and evidence: • introduces claim(s), states opposing claims, and organizes reasons and evidence • supports claims with extra-textual evidence, and demonstrating a basic understanding of the topic or text • uses basic transitions to link claim(s), counterclaims, reasons and evidence • attemps to establish a formal style • provides a concluding statement or section.	writes arguments to support claims with reasons and relevant evidence: • introduces claim(s), states alternate or opposing claims, and organizes the reasons and evidence logically • supports claims with reasoning and evidence, using sources and demonstrating an understanding of the topic or text • uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons and evidence • establishes a formal style • provides a concluding statement or section that supports the argument presented.	writes arguments to support claims with clear reasons and relevant evidence: • introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically • supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text • uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • establishes and maintains a formal style • provides a concluding statement or section that follows from and supports the argument presented.	Write arguments to support claims with clear reasons and analysis of relevant evidence: • introduces claims, acknowledges and distinguishes the claims from alternate or opposing claims, evaluating their validity, and organizes the reasons and evidence logically • supports claims with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrating a deep understanding of the topic or text • uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence • establishes and maintains a formal style and objective tone that enhances the argument • provides a compelling concluding statement or section that follows from and supports the argument presented.

Range	ELA.8.21	writes informative/explanatory text to describe a topic through the selection and organization of content: • introduces a topic; attempts an organization of ideas, concepts, and information • summarizes the topic with facts, definitions, concrete details, quotations, or other information and examples • uses appropriate transitions to create cohesion • uses topic-appropriate language and vocabulary to inform • attempts a formal style • provides a concluding statement or section.	writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of content: • introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories • develops the topic with facts, definitions, concrete details, quotations, or other information and examples • uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts • uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic • establishes a formal style • provides a concluding statement or section that follows from the	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: • introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts or tables), when useful to aid comprehension • develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • uses precise language and domain-specific vocabulary to inform about or explain the topic • establishes and maintains a formal style	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information with a strongly-developed focus through the selection, organization, and analysis of highly relevant content: • introduces a complex topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), and graphics (e.g., charts or tables) when useful to enhance comprehension • develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic • effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts • uses precise language and domain-specific vocabulary to manage the

			information or explanation presented.	• provides a concluding statement or section that follows from and supports the information or explanation presented.	complexity of the topic • establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which they are writing • provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.
Range	ELA.8.23-25	produces writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose and audience; editing should demonstrate basic command of Language standards up to and including grade 8; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing should demonstrate command of Language standards up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing for conventions should demonstrate command of Language standards up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas efficiently.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed, editing for conventions should demonstrate skillful command of Language standards up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas in a dynamic way.

Range	ELA.8.26-27	conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Attempts to follow a standard format for citation (e.g., MLA or APA).	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and evaluation; gathers and synthesizes relevant information from multiple sources; assesses the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).
Listening					
Range	ELA.8.31	identifies the main ideas and supporting details presented in diverse media and formats.	identifies the main ideas and supporting details presented in diverse media and formats and the motives behind its presentation.	analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind its presentation.	analyzes and interprets the motives, main ideas, and supporting details presented in diverse media and formats.
Range	ELA.8.32	delineates a speaker's argument and specific claims.	delineates a speaker’s argument and specific claims; identifies whether irrelevant evidence is introduced.	delineates a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence; identifies when irrelevant evidence is introduced.	delineates and evaluates a speaker's argument and specific claims for the soundness of reasoning and the relevance and sufficiency of the evidence; analyzes the relevance of evidence and explains why it was used.
Language					

Range	ELA.8.36	demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking: • identifies the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.	demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking: • explains the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.	demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: • explains the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.	demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: • explains with high accuracy the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences.
Range	ELA.8.37	demonstrates awareness of the conventions of Standard English capitalization, punctuation, and spelling when writing: • inconsistently uses punctuation (comma, ellipsis, or dash) to indicate a pause or break • inconsistently uses an ellipsis to indicate an omission • spells correctly.	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: • generally uses punctuation (comma, ellipsis, or dash) to indicate a pause or break • uses an ellipsis to indicate an omission • spells correctly.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: • uses punctuation (comma, ellipsis, or dash) to indicate a pause or break • uses an ellipsis to indicate an omission • spells correctly.	demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing: • judiciously uses punctuation (comma, ellipsis, or dash) to indicate a pause or break • uses an ellipsis to indicate an omission • spells correctly.

Range	ELA.8.38	attempts to apply knowledge of the conventions of language when writing, speaking, reading, or listening: • inconsistently uses verbs in the active and passive voice (e.g., emphasizing the actor or the action) • inconsistently uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).	demonstrates basic knowledge of language and its conventions when writing, speaking, reading, or listening: • uses verbs in the active and passive voice (e.g., emphasizing the actor or the action) • uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact) • partially recognizes and corrects inappropriate shifts in verb voice and mood.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: • uses verbs in the active and passive voice (e.g., emphasizing the actor or the action) • uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact) • recognizes and corrects inappropriate shifts in verb voice and mood.	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening: • expertly uses verbs in the active and passive voice (e.g., emphasizing the actor or the action) • expertly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact) • recognizes and corrects inappropriate shifts in verb voice and mood.

Range	ELA.8.39	with textual support (e.g. context clues, embedded definitions), tentatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	generally determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: • uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase • uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) • consults general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech • verifies the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Range	ELA.8.40	demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings: • identifies figures of speech (e.g. verbal irony, and/or puns) in context • uses the relationship between particular basic words to better understand each of the words • generally distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, or resolute).	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: • interprets figures of speech (e.g., verbal irony, and/or puns) in context • uses the relationship between particular words to better understand each of the words • distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, or resolute).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings: • interprets figures of speech (e.g.. verbal irony, and/or puns) in context • uses the relationship between particular words to better understand each of the words • distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, or resolute).	demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings: • interprets figures of speech (e.g. verbal irony, and/or puns) in context • uses the relationship between particular words to better understand each of the words • distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, or resolute).

Table 7: Achievement Level Descriptors, Mathematics Grade 3

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Operations and Algebraic Thinking					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.3.1	Interprets products of single-digit whole numbers (using factors up to 5) with visual support.	Interprets products of single-digit whole numbers (using factors up to 9) with visual support.	Interprets products of single-digit whole numbers using equal groups of objects, arrays of objects and comparison.	Interprets products of whole numbers within 100, representing context using pictures, numbers, and words.
Range	M.3.2	Interprets whole-number quotients of whole numbers (with a divisor up to 5) with a visual support.	Interprets whole-number quotients of whole numbers (with a divisor up to 9) with visual support.	Interprets quotients of whole-number division problems using equal groups of objects, arrays of objects and comparison.	Interprets quotients of whole-number division problems, representing context using pictures, numbers, and words.
Range	M.3.3	Multiplies and divides within 100 to solve word problems involving equal groups and arrays when a visual model is given (with factors and divisors that are less than or equal to 5).	Multiplies and divides within 100 to solve word problems involving equal groups and arrays (with factors and divisors that are less than or equal to 9).	Multiplies and divides within 100 to solve single-step word problems involving equal groups, arrays, and measurement quantities.	Multiplies and divides within 100 to solve multi-step word problems involving equal groups, arrays, and measurement quantities.

Range	M.3.4	Determines the unknown whole number in a multiplication or division equation, when the unknown number is the product or quotient.	Determines the unknown whole number in a multiplication or division equation, in any position, when the factor or divisor is less than or equal to 5.	Determines an unknown whole number, in any position, in a multiplication and division equation.	Determines an unknown whole number in a multiplication and division equation. Students will use the given context to generate an equation or create a word problem.
Range	M.3.5	Applies the properties of operations to multiply and divide with factors or divisors less than or equal to 5.	Applies the properties of operations to multiply and divide when factors and divisors are less than or equal to 9.	Applies the properties of operations as strategies to multiply and divide. Determines an appropriate strategy for a given situation.	Applies multiple strategies of operations within a word problem.
Range	M.3.6	Solves division as unknown factor problems by finding missing number in the second factor position (with factors that are less than or equal to 5) with visual support.	Solves division as unknown factor problems by finding missing numbers in any position (with factors less than 10) with visual support.	Understands that division can be expressed as an unknown factor problem by using the relationship between multiplication and division.	Solves division as unknown factor problems by using the relationship between multiplication and division, models multiplication and division in a variety of ways.
Range	M.3.7	Multiplies and divides single-digit numbers using a variety of strategies and supports.	Fluently multiplies and divides all single-digit numbers using variety strategies.	Knows from memory all products of two single-digit numbers, fluently multiplies products within 100, fluently divides dividends that are less than 100.	Fluently multiplies and divides within 100 using a wide range of contexts.
Range	M.3.8	Solves two-step word problems using addition and subtraction with simple context and concrete objects or visual representations.	Solve two-step word problems using the four operations with simple context and visual representations (with the unknown in a variety of positions).	Solve two-step word problems using equations in the four operations (with the unknown in a variety of positions, using a letter standing for the unknown quantity). Recognizes the reasonableness of answers using mental computation and estimation strategies.	Creates two-step word problems using multiple operations.
Range	M.3.9	Identifies additive arithmetic patterns using visual supports, such as an addition table.	Identifies multiplicative and subtractive arithmetic patterns using visual supports.	Identifies arithmetic patterns and explains them using properties of operations.	Creates and extends arithmetic patterns, explains patterns using properties of operations.

Number and Operations in Base Ten					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.3.10	Uses place value understanding to round a two-digit number to the nearest 10.	Uses place value understanding to round a three-digit number to the nearest 100.	Uses place value understanding to round whole numbers (up to 1,000) to the nearest 10 or 100.	Uses rounding strategies in real-world situations.
Range	M.3.11	Adds and subtracts two digit numbers using visual models or support.	Adds and subtracts numbers within 1,000 using visual models or support.	Fluently adds and subtracts within 1,000 using strategies and algorithms based in place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts within 1,000; explains the method used in finding the sum or difference; recognizes and identifies an error and shows the correct answer.
Range	M.3.12	Skip counts by 10, 20 or 50 to multiply single-digit whole numbers by multiples of 10 in the range 10-90.	Uses grouping strategies (associative property) to multiply single-digit whole numbers by multiples of 10 in the range 10-90.	Multiplies single-digit whole numbers by multiples of 10 in the range 10-90 using any of a variety of place value strategies and properties of operations.	Multiplies single-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations; shows product using multiple strategies.
Number and Operations - Fractions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.3.13	Identifies the numerator and identifies the denominator.	Identifies that the numerator is the number of equal parts being considered; identifies that the denominator is the number of equal parts that make up the whole.	Understands 1/b is equal to one part when the whole is partitioned into b equal parts (where the denominators are 2, 3, 4, 6 or 8).	Applies understanding of unit fractions to real world situations and problems.
Range	M.3.14.a,b	Identifies the fraction on the number line where the increments are equal to the denominator.	Represents a fraction on a partitioned number line.	Represents a fraction on a number line by partitioning into equal parts.	Represents a set of fractions with unlike denominators on a number line by partitioning into equal parts.
Range	M.3.15.a,b	Understands, recognizes, and generates equivalent fractions using denominators of 2, 4 and 8 given visual models.	Understands, recognizes, and generates equivalent fractions using denominators of 2, 4 and 8.	Understand, recognizes, and generates equivalent fractions using denominators of 2, 3, 4, 6, and 8; explains why the fractions are equivalent using a visual model.	Understands, recognizes, and generates equivalent fractions using denominators of 2, 3, 4, 6, and 8; explains why the fractions are equivalent.

Range	M.3.15.c	Expresses and recognizes fractions that are equivalent to 1.	Expresses and recognizes fractions that are equivalent to whole numbers.	Expresses whole numbers as fractions; recognizes fractions that are equivalent to whole numbers.	Identifies equivalent fractions by creating fraction models to compare fractions with different denominators that pertain to the same whole.
Range	M.3.15.d	Compares two fractions with the same denominator and records results using symbols.	Compares two fractions with the same numerator and records results using symbols.	Compares two fractions that have the same numerator or same denominator using symbols and visual fraction models.	Compares two fractions that have the same numerator or same denominator using symbols.
Measurement and Data & Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.3.16	Tells, writes, and measures time to the nearest minute.	Tells, writes, and measures time to the nearest minute. Solves one-step word problems involving addition or subtraction of time intervals with scaffolding.	Tells, writes, and measures time to the nearest minute. Solves one-step word problems involving addition and subtraction of time intervals in minutes.	Tells, writes, and measures time to the nearest minute. Solves two-step real world problems involving addition and subtraction of time intervals in minutes.
Range	M.3.17	Using grams, kilograms or liters, measures and estimates liquid volumes and masses of objects using models.	Using grams, kilograms or liters, measures and estimates liquid volumes and masses of objects and solves simple one-step word problems using either addition or subtraction.	Using grams, kilograms or liters: measures, estimates, and solves one-step word problems involving liquid volumes and masses of objects using any of the four operations.	Using grams, kilograms or liters: measures, estimates, and solves two-step word problems involving liquid volumes and masses of object using any of the four operations.
Range	M.3.18	Completes a scaled picture graph and a scaled bar graph (with a scale factor of 1 or 5) to represent data set with supports, such as using a model as a guide.	Completes a scaled picture graph and a scaled bar graph to represent data set, with supports, 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.	Creates 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.	Creates a scaled picture graph and a scaled bar graph to represent a data set. Solves multi-step "how many more" and how many less" problems using information presented in scaled bar graphs.

Range	M.3.19	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 (whole number or halves) with supports.	Generates measurement data by measuring lengths to the nearest half- and quarter-inch. Shows the data by making a line plot, where the horizontal scales is marked in appropriate units (whole numbers, halves, and quarters) with supports.	Generates measurement data by measuring lengths to the nearest half- and quarter-inch. Shows the data by making a line plot, where the horizontal scale is marked in appropriate units (whole number, halves or quarters).	Generates measurement data by measuring lengths to the nearest half- and quarter- inch. Shows the data by making a line plot, and marking the horizontal scale in appropriate units (whole number, halves or quarters). Uses the line plot to answer questions or solve problems.
Range	M.3.20.a,b; M.3.21	Understands what a square unit is and that a plane figure can be covered without gaps or overlaps to find an area.	Understands area is measured using square units, finds area of a rectangle by counting the square units.	Understands area is measured using square units, finds area of a plane figure by counting the square units.	Finds the area of 2 plane figures by counting the square units and compares their sizes.
Range	M.3.22.a,b	Finds the area of a rectangle by tiling.	Finds the area of a rectangle by tiling and shows that the area is the same as would be found by multiplying the side lengths.	Finds areas of rectangles by multiplying the side lengths, in the context of solving real-world and mathematical problems, and represents whole number products as rectangular areas in mathematical reasoning.	Finds the area of 2 plane figures of different sizes, and compares their sizes.
	M.3.22.c,d	Finds the area of two rectangles by tiling.	Finds the area of two rectangles by tiling and adds the areas of the rectangles.	Multiplies the side lengths of a rectangle composed of two rectangles and uses the distributive property to find the overall area; decomposes a rectangle into two rectangular parts and finds the area of the new rectangles.	Creates a word problem using the distributive property to find the area of rectangles.
Range	M.3.23	Finds the perimeter and area of polygons (given the side lengths).	Solves mathematical problems involving perimeters of polygons, including finding the perimeter and area (given the side lengths); compares and contrasts area and perimeter.	Solves real-word and mathematical problems involving perimeters of polygons, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Constructs rectangles that have the same perimeter but different areas and the reverse.

Range	M.3.24	Identifies examples of quadrilaterals; recognizes that examples of quadrilaterals have shared attributes, and that the shared attributes can define a larger category.	Understands the properties of quadrilaterals and the subcategories of quadrilaterals.	Recognizes and sorts examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category; draws examples of quadrilaterals that don't belong to the categories of rhombuses, rectangles, and squares.	Recognizes and sorts examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category; draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares.
Range	M.3.25	Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole (limited to halves and quarters).	Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole (limited to halves, quarters, and eighths).	Partitions shapes into parts with equal areas and expresses the area as a unit fraction (with denominator of 2, 3, 4, 6, or 8) of the whole.	Partitions shapes in multiple ways into parts with equal areas and expresses the area as a unit fraction of the whole.

Table 8: Achievement Level Descriptors, Math Grade 4

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Operations and Algebraic Thinking					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.4.1	Recognizes that any two factors and their product can be read as a comparison using supports.	Recognizes that any two factors and their product can be read as a comparison; represents those comparisons as equations using supports.	Recognizes that any two factors and their product can be read as a comparison; represents verbal comparisons as equations.	Recognizes that any two factors and their product can be read as a comparison; uses multiple strategies and creates his or her own to represent and describe those comparisons.
Range	M.4.2	Multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is the product or quotient), given visual representations.	Multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is in a variety of positions), given visual representations.	Multiplies or divides to solve word problems involving multiplicative comparison, where the unknown is in a variety of positions.	Creates own context for multiplicative comparison.

Range	M.4.3	Solves multi-step word problems (which may or may not include remainders) using the four operations with simple context and scaffolding. The sum, difference, product, or quotient is always the unknown.	Solves multi-step word problems (which may include interpreting remainders) using the four operations with simple context and scaffolding. The sum, difference, product, or quotient is always the unknown. Uses rounding where appropriate.	Solves multi-step word problems (including interpreting remainders) using the four operations. The unknown is in a variety of positions, and can be represented by a symbol/letter. Uses estimation strategies when appropriate. Recognizes the reasonableness of answers using mental computation and estimation strategies.	Solves complex multi-step word problems with multiple possible solutions and determines which would be the most reasonable based upon given criteria.
Range	M.4.4	Finds factor pairs for multiples of 10 in the range of 1 to 100. Determines whether a whole number in the range of 1 to 25 is prime or composite, given visual representations (such as arrays, hundreds chart, number line).	Finds all factor pairs for whole numbers in the range of 1 to 100. Determines whether a whole number in the range of 1 to 50 is prime or composite, given visual representations (such as arrays, hundreds chart, number line).	Recognizes that a whole number is a multiple of each of its factors and determines a given whole number in the range of 1 to 100 is a multiple of a given single-digit number (i.e., given 56, determine whether or not 8 is a factor). Determines whether a whole number in the range of 1 to 100 is prime or composite.	Applies the concepts of both factors and prime and composite numbers in problem-solving contexts.
Range	M.4.5	Generates a number or shape pattern that follows a given rule, using visual models.	Generates a number or shape pattern that follows a given rule.	Generates a number or shape pattern that follows a given rule; identifies apparent features that are not explicit in the rule.	Generates a number or shape pattern that combines two operations for a given rule.
Number and Operations in Base Ten					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.4.6	Recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (within 10,000), with visual representations.	Recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (within 100,000).	Recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (for numbers up to and including 1,000,000).	Uses place value strategies in context to determine the place value of any given digit.

Range	M.4.7	Reads and writes multi-digit whole numbers using base ten numerals and number names. He or she should be able to compare two multi-digit numbers (up to 10,000), using symbols to record the results.	Reads and writes multi-digit whole numbers using base ten numerals, number names, and expanded form; compares two multi-digit numbers (up to 100,000) using symbols to record the results.	Reads and writes multi-digit whole numbers using base ten numerals, number names, and expanded form; compares two multi-digit numbers (up to a million) using symbols to record the results.	Applies comparisons to real-world and mathematical contexts.
Range	M.4.8	Uses place value understanding to round multi-digit whole numbers to any place within 10,000.	Uses place value understanding to round multi-digit whole numbers to any place within 100,000.	Uses place value understanding to round whole numbers up to any place within 1,000,000.	Uses rounding strategies in real-world situations.
Range	M.4.9	Fluently adds and subtracts multi-digit whole numbers using the standard algorithm without regrouping.	Fluently adds and subtracts multi-digit whole numbers using the standard algorithm with supports.	Fluently adds and subtracts multi-digit whole numbers using the standard algorithm.	Recognizes and identifies an error and shows the correct answer.
Range	M.4.10	Multiplies a whole number (of up to three digits) by a single-digit whole number, using strategies based on place value and the properties of operations.	Multiplies a whole number (of up to four digits) by a single-digit whole number, using strategies based on place value and the properties of operations.	Multiplies a whole number (of up to four digits) by a single-digit whole number and multiplies two double-digit numbers, in context, using strategies based on place value and the properties of operations; illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Interprets a context and explains strategies used to solve.

Range	M.4.11	Finds whole number quotients and remainders (with up to double-digit dividends and single-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Finds whole number quotients and remainders (with up to three-digit dividends and single-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Finds whole-number quotients and remainders (with up to four-digit dividends and single-digit divisors), in context, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculation by using equations, rectangular arrays and/or area models.	Interprets a context and explains strategies used to solve.
Number and Operations - Fractions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.4.12	Uses area fraction models to represent equivalent fractions by partitioning unit fraction pieces into smaller equal pieces.	Uses area fraction models to represent equivalent fractions by partitioning unit fraction pieces into smaller pieces (and understands that this is the same), and multiplies by 1 represented as a fraction.	Uses area fraction models and double number lines to generate and explain why fraction a/b is equivalent to a fraction (n x a)/(n x b), where n is a non-negative whole number.	Uses a variety of strategies to generate and explain why fraction a/b is equivalent to a fraction (n x a)/(n x b), where n is a non-negative whole number.
Range	M.4.13	Uses visual fraction models to compare two fractions with different numerators and different denominators (2, 3, 4, 6, and 8), using <, >, and =, with the understanding that the fractions must refer to the same whole.	Compares two fractions with different numerators and different denominators (grade 4 fraction expectations), using benchmark fractions and <, >, and =, with the understanding that the fractions must refer to the same whole.	Compares two fractions with different numerators and different denominators (grade 4 fraction expectations), using benchmark fractions and <, >, and =, with the understanding that the fractions must refer to the same whole. Justifies answers using visual fraction models.	Extends understanding to compare and order fractions with different numerators and different denominators (grade 4 fraction expectations), <, >, and =, with the understanding that the fractions must refer to the same whole. Recognizes and generates equivalent fractions

Range	M.4.14.a,b	Adds and subtracts fractions with like denominators by joining and separating parts referring to the same whole using visual and/or manipulative models.	Adds and subtracts fractions with like denominators by joining and separating parts referring to the same whole using visual and/or manipulative models. Decomposes a fraction into a sum of fractions with the same denominator in more than one way and records the decomposition using an equation.	Adds and subtracts 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.	Adds and subtracts 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 multiple ways and records the decomposition using an equation.
	M.4.14.c	Converts a mixed number into an equivalent fraction.	Converts mixed numbers into equivalent fractions and adds and subtracts them.	Adds and subtracts mixed numbers with like denominators by replacing each mixed number with an equivalent fraction, and/or by using the properties of operations and the relationship between addition and subtraction.	Adds and subtracts mixed numbers with like denominators by replacing each mixed number with an equivalent fraction, and by using the properties of operations and the relationship between addition and subtraction.
Range	M.4.14.d	Solves word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators of 2, 3, 4, 6, or 8) with visual fraction models.	Solves word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators, as per grade 4 fraction expectations) with visual fraction models.	Solves word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators, as per grade 4 fraction expectations) using equations.	Solve multi-step word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators, as per grade 4 fraction expectations) using equations.
Range	M.4.15.a,b,c	Understands a fraction a/b as a multiple of 1/b by using visual fraction models.	Understands a fraction a/b as a multiple of 1/b, and uses this understanding to multiply a fraction by a whole number, using visual fraction model.	Understands and solves simple word 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 (in general, n x a/b is (n x a)/b).	Understands and solves more complex word 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 (in general, n x a/b is (n x a)/b).

Range	M.4.16	Expresses a fraction with denominator 10 as an equivalent fraction with denominator 100 by using a model.	Adds two fractions with respective denominators 10 and 100 by first finding equivalent fractions with like denominators by using a model.	Adds two fractions with respective denominators 10 and 100 by first finding equivalent fractions with like denominators.	Solves missing addend problems with respective denominators 10 and 100 by first finding equivalent fractions with like denominators.
Range	M.4.17	Uses decimal notation for fractions with a denominator of 10, with supports.	Uses decimal notation for fractions with denominators of 10 or 100, with supports.	Uses decimal notation for fractions with denominators of 10 or 100.	Demonstrates knowledge of decimal notation for fractions with denominators of 10 or 100 by converting a number with decimal notation to a decimal fraction.
Range	M.4.18	Compares two decimals with the same number of places (tenths or hundredths) using supports.	Compares two decimals to the hundredth (using <, >, and =) by reasoning about their size using models. Recognizes that the decimals must refer to the same whole.	Compares two decimals in the tenths and the hundredths (using <, >, and =) by reasoning about their size. Recognizes that the decimals must refer to the same whole, and records the results using the correct symbols.	Orders decimal sets composed of tenths and hundredths by reasoning about their size. Recognizes that the decimals must refer to the same whole.
Measurement and Data & Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.4.19	Knows relative size of measurement units, within one system of units.	Expresses measurements in a larger unit in terms of a smaller unit, within a single system, using supports and adjacent units.	Expresses measurements in a larger unit in terms of a variety of smaller units, within a single system, and records that data in a two-column table.	Given a context, determines the appropriate unit needed and expresses the measurement to the level of accuracy needed.

Range	M.4.20	Uses the four operations to solve word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving whole numbers, using supports.	Uses the four operations to solve word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving simple fractions or decimals, using supports.	Uses the four operations to solve word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represents measurement quantities using diagrams.	Uses the four operations to solve multi-step word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represents measurement quantities using diagrams.
Range	M.4.21	Applies the area and perimeter formulas when given all side measurements, using supports.	Applies the area and perimeter formulas for rectangles in real-world and mathematical problems, using supports.	Applies the area and perimeter formulas for rectangles in real-world and mathematical problems, including those where the area/perimeter and one factor (length or width) are known.	Applies the area and perimeter formulas for rectilinear shapes in real-world and mathematical problems.
Range	M.4.22	Makes a line plot to display a data set of measurements in fractions of a unit (with like denominators of 2 or 4).	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 limited to 2, 4, and 8), and uses addition and subtraction of fractions to solve problems involving information in the line plot.	Uses data in a line plot to solve a multi-step word problem.
Range	M.4.23.a,b; M.4.24	Measures benchmark angles.	Understands that angles are measured in reference to a circle, and can measure angles in whole number degrees using a protractor.	Understands that angles are measured in reference to a circle, and can measure angles in whole-number degrees using a protractor. Sketches angles of specific measure.	Recognizes how angles are formed, understands that angles are measured in reference to a circle, and can measure angles in whole-number degrees using a protractor. Sketches angles of specific measure.

Range	M.4.25	Recognizes that angle measure is additive. Solves addition real-world mathematical problems to find unknown angles on a diagram with no more than two angles, within a 90-degree angle.	Recognizes that angle measure is additive. Solves addition and subtraction real-world mathematical problems to find unknown angles on a diagram with no more than two angles, within a 180-degree angle.	Recognizes that angle measure is additive. Solves addition and subtraction real-world mathematical problems to find unknown angles on a diagram.	Given angle parameters, decomposes into multiple angles and gives the measure of each angle in relationship to the whole.
Range	M.4.26	Identifies points, lines, line segments, rays, perpendicular and parallel lines; classifies angles (right, acute, obtuse).	Identifies and draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	Draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; identifies these in two-dimensional figures.	Creates a two-dimensional shape when given specific attributes.
Range	M.4.27	Identifies two-dimensional figures, including right triangles.	Classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines; identifies triangles.	Classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size; identifies triangles.	Constructs two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size; identifies triangles.
Range	M.4.28	Identifies line-symmetric regular figures.	Identifies line-symmetric figures and draws lines of symmetry for regular two-dimensional figures.	Identifies line-symmetric figures and draws lines of symmetry for two-dimensional figures.	Constructs a figure with a given number of lines of symmetry.

Table 9: Achievement Level Descriptors, Math Grade 6

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Operations and Algebraic Thinking					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.5.1	Evaluates a **simple** numerical expression using parentheses, brackets, **or** braces (without nesting).	Evaluates a numerical expression using parentheses, brackets, **or** braces (without nesting).	Uses parentheses, brackets, **or** braces in numerical expressions (without nesting), and evaluates expressions with these symbols.	Inserts parentheses, brackets, **or** braces (without nesting), in numerical expressions to make a statement true.
Range	M.5.2	Writes a numerical expression, using one operation, from a written statement (e.g., divide 144 by 12).	Writes simple numerical expressions and interprets numerical expressions, without evaluating them.	Writes numerical expressions (limited to two operations; e.g., "divide 144 by 12, and then subtract 9") and interprets numerical expressions, without evaluating them.	Writes numerical expressions using multiple operations, involving real-world and mathematical contexts.

Range	M.5.3	Continues two numerical patterns (when given a table), using two given rules.	Continues two numerical patterns using two given rules.	Generates two numerical patterns using two given rules. Identifies apparent relationships between corresponding terms.	Generates two numerical patterns using two multi-step given rules, in mathematical contexts. Explains the relationship between corresponding terms.
Number and Operations in Base Ten					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.5.4	Uses visual models or calculation (in any multi-digit whole number) to demonstrate 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.	Uses visual models or calculation (in any multi-digit whole number) to recognize that 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.	Recognizes (in any multi-digit number, including decimals to thousandths) that 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.	Recognizes (in any multi-digit number, including decimals to thousandths) that 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, in real-world or mathematical context problems.
Range	M.5.5	Continues a given pattern that shows the number of zeroes of the product when multiplying a number by powers of 10.	Recognizes patterns in the number of zeroes of products when multiplying a number by powers of 10. Can use whole number exponents greater than zero to denote powers of 10.	Explains patterns in the number of zeroes of the product when multiplying a number by powers of 10, and explains patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Uses whole-number exponents to denote powers of 10, including 10 to the power of zero.	Interprets a multiplication problem to identify the factor of 10 by which one number is greater or less than another.

Range	M.5.6a	Reads decimals to the thousandths place.	Reads and writes decimals to the thousandths place, using base ten numerals and number names.	Reads and writes decimals to the thousandths place, using base ten numerals, number names, and expanded form (e.g., 347.392 = 3 X 100 + 4 X 10 + 7 X 1 + 3 X (1/10) + 9 X (1/100) + 2 X (1/1000).	Writes numbers in expanded form in a variety of formats (e.g., 347.392 = 7 X 1 + 3.4 X 100 + 3 X (1/10) + 2 X (1/1000) + (1/100) X 9).
Range	M.5.6b	Compares two decimals to the tenths place, using >, =, and < symbols to record the results of comparisons.	Compares two decimals to the hundredths place, using >, =, and < symbols to record the results of comparisons.	Compares two decimals to the thousandths place (with varying place values), using >, =, and < symbols to record the results of comparisons.	Compares and orders decimals to the thousandths place (with varying place values), from least to greatest or vice versa.
Range	M.5.7	Uses place value understanding to round multi-digit numbers to the tenths place.	Uses place value understanding to round multi-digit whole numbers to the hundredths place.	Uses place value understanding to round multi-digit numbers up to any place (within content limits).	Uses rounding strategies in real-world situations.
Range	M.5.8	Multiplies two two-digit numbers using a standard algorithm.	Multiplies three-digit by two-digit whole numbers, using a standard algorithm.	Fluently multiplies multi-digit whole numbers using a standard algorithm.	Fluently multiplies multi-digit whole numbers, in real-world and mathematical contexts, using a standard algorithm.
Range	M.5.9	Finds whole-number quotients of whole numbers (with up to two-digit dividends and two-digit divisors), using rectangular arrays or area models.	Finds whole-number quotients of whole numbers (with up to three digit dividends and two-digit divisors), using strategies based on place value and the properties of operations.	Finds whole-number quotients of whole numbers (with 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 calculation by using equations, rectangular arrays, and/or area models.	Finds whole-number quotients of whole numbers (with up to four-digit dividends and two-digit divisors) in context.

Range	M.5.10	Adds, subtracts, multiplies, and divides decimals to the tenths place, using concrete models, drawings, **or** strategies based on place value.	Adds, subtracts, multiplies, and divides decimals to the hundredths place, using concrete models or drawings, strategies based on place value, and/or the relationship between addition and subtraction; relates the strategy to a written method.	Adds, subtracts, multiplies, and divides decimals to the hundredths place, 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 and explains the reasoning used.	Adds, subtracts, multiplies, and divides decimals to the hundredths place, using multiple strategies, in a real-world or mathematical context.
Number and Operations - Fractions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.5.11	Adds/subtracts fractions with unlike denominators, where one denominator is a multiple of the other denominator. Can determine a common denominator, with use of a visual model (no regrouping or mixed numbers involved).	Adds/subtracts fractions with unlike denominators, where one denominator is a multiple of the other denominator (no regrouping involved).	Adds and subtracts fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	Adds or subtracts at least 3 or more fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
Range	M.5.12	Solves word problems involving addition and subtraction of fractions with unlike denominators, where one denominator is a multiple of the other denominator, using visual representations. Determines a common denominator (excluding mixed numbers).	Solves word problems involving addition and subtraction of fractions with unlike denominators, where one denominator is a multiple of the other denominator (excluding regrouping).	Solves word problems involving addition and subtraction of fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. Assesses and justifies reasonableness of the answer by using benchmark fractions, visual models, or equations.	Solves word problems involving addition or subtraction with at least 3 or more fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Range	M.5.13	Rewrites a fraction as a division problem; uses manipulatives or visual models to solve problems involving division of whole numbers, leading to answers in the form of fractions or mixed numbers.	Solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	Interprets a fraction as division of the numerator by the denominator ($a/b = a \div b$); solves word problems involving division of whole numbers, leading to answers in the form of fractions or mixed numbers.	Creates his or her own model to demonstrate division of fractions.
Range	M.5.14a M.5.14b	Shows the product of a fraction by a whole number by repeated addition, using visual fraction models.	Shows the product of two fractions by using an area model.	Shows the product of two fractions using an area model and creates a story context for this equation. Finds the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and shows that the area is the same as would be found by multiplying the side lengths. Multiplies fractional side lengths to find areas of rectangles, and represents fraction products as rectangular areas.	Creates a real-world context and models representing multiplication of fractions. Demonstrates reasoning about fractions in both an additive and multiplicative sense with different wholes, and displays the quantities with visual models.
Range	M.5.15a M.5.15b	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 both factors are whole numbers).	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, without performing the indicated multiplication, focusing on one factor being a fraction greater than or lesser 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 with 2 fractions.

Range	M.5.16	Solves real-world problems involving multiplication of fractions by using visual fraction models or equations to represent the problem (limited to fractions with single-digit numerators or denominators).	Solves real-world problems involving multiplication of fractions by using visual fraction models or equations to represent the problem.	Solves real-world problems involving multiplication of fractions and mixed numbers.	Uses several mixed numbers, often with multi-digit numerators or denominators, to solve real-world problems.
Range	M.5.17a, M.5.17b, M.5.17c	Solves real-world problems involving division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem.	Solves real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem (limited to single-digit whole numbers and denominators).	Solves real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem.	Creates real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem.
Measurement and Data & Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.5.18	Converts among different-sized standard measurement units within a given measurement system.	Converts among different-sized standard measurement units within a given measurement system; uses these conversions to solve single-step problems, using manipulatives or visual models.	Converts among different-sized standard measurement units within a given measurement system; uses these conversions in solving multi-step, real-world problems.	Creates real-world, multi-step problems. Chooses the appropriate measurement unit based on the given context.

Range	M.5.19	Plots data on a given line plot with a data set of measurements in fractions of a unit (1/2, 1/4, 1/8), where the given data set is limited to a common denominator. Solves addition and subtraction comparison problems using the data.	Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, or 1/8), where the given data set is limited to a common denominator. Solves problems using all four operations.	Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Uses operations on fractions to solve problems involving information presented in line plots (division is limited to a whole number divided by a fraction or a fraction divided by a whole number).	Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solves multi-step word problems using the four operations and interprets the solution to the data.
Range	M.5.20a, M.5.20.b, M.5.21	Uses unit cubes to find the volume of rectangular prisms with whole-number edges (limited to single-digit dimensions).	Uses unit cubes (number of unit cubes, edge length, height) to find the volume of rectangular prisms. Uses the information that the number of unit cubes is related to the edge length; uses visual models.	Uses unit cubes (number of unit cubes, edge length, height) to find the volume of rectangular prisms. Represents the volume of a solid figure as *n* cubic units (including cubic cm, cubic, in., cubic ft., and improvised units).	Compares the volumes of different prisms by using unit cubes.
Range	M.5.22a, M.5.22b, M.5.22c	Solves volume problems of a right rectangular prism by using unit cubes.	Solves volume problems by relating the number of unit cubes in a prism to the multiplication of the edge lengths.	Solves real-world and mathematical problems by applying the formulas for volume. Finds the volume of two non-overlapping right rectangular prisms by adding the volumes of the two non-overlapping parts.	Creates real-world mathematical problems that would be solved by finding volume.
Range	M.5.23, M.5.24	Identifies the key components of the coordinate plane (*x*-axis, *x*-coordinate, *y*-axis, *y*-coordinate, and origin). Locates given points in the first quadrant of the coordinate plane.	Interprets coordinate values of points in the first quadrant (e.g., reading line graphs), in context.	Represents real-world and mathematical problems by locating and graphing points in the first quadrant of the coordinate plane.	Using real-world data, creates a representation and draws conclusions based on the data presented.

Range	M.5.25, M.5.26	Identifies two-dimensional (fifth grade) figures based on properties limited to sides and angles.	Classifies some two-dimensional (fifth grade) figures into categories based on their properties (sides and angles).	Understands that attributes belonging to a category of two-dimensional (fifth grade) figures also belong to all subcategories of that category and classifies two-dimensional (fifth grade) figures in the hierarchy based on these properties.	Draws or constructs specific two-dimensional figures according to the definitions provided, attributes described, or categories given.

Table 10: Achievement Level Descriptors, Math Grade 6

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Ratios and Proportional Relationships					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.6.1	Describes the concept of ratio using one symbol or basic language notation.	Describes the concept of ratio using a limited variety of representations.	Uses the concept of a ratio, ratio language, and notation to precisely describe a ratio relationship between two quantities.	Uses and connects between representations for ratio situations. For example, 7 blue marbles and 8 red marbles (e.g., 7:8, 7/8, 8:7, 7 to 8, 8/15, 8 red marbles to 15 total marbles).
Range	M.6.2	Identifies unit rates.	Determines a unit rate.	Understands the concept of a unit rate associated with a ratio and uses rate language in context.	Finds a unit rate with multiple steps.
Range	M.6.3a, M.6.3b	Identifies proportional relationships presented in graphical, tabular, or verbal formats. Finds missing values in tables and plots values on the coordinate plane involving whole numbers.	Uses a limited variety of representations to solve ratio and unit rate mathematical problems involving whole numbers. Finds missing values in tables and plots values on the coordinate plane.	Uses ratio and rate reasoning to solve real-world and mathematical problems. Solves unit rate problems, including those involving unit pricing and constant speed. Creates a table of equivalent ratios.	Creates and solves real-world word problems using ratio and rate reasoning.

Range	M.6.3c	Knows the meaning of percent of a quantity as a rate per hundred.	Finds the percent of a quantity.	Determines the percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solves problems involving finding the whole, given a part and the percent.	Solves non-routine real-world or mathematical problems involving percent.
Range	M.6.3d	Identifies ratio relationships presented in graphical, tabular, or verbal formats using measurement units.	Uses representations to convert measurement units; manipulates and transforms units appropriately when multiplying or dividing quantities.	Uses ratio reasoning to convert measurement units.	Applies ratio reasoning to real-world word problems where students convert measurement units.
The Number System					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.6.4	Solves mathematical problems in contexts (involving division of whole numbers by unit fractions), using visual fraction models and equations to represent the problem.	Solves mathematical problems in contexts (involving division of fractions by non-zero whole numbers and division of whole numbers by fractions), using visual fraction models and equations to represent the problem.	Solves and interprets division of fractions word problems (involving division of fractions by fractions).	Solves and interprets real-world, multi-step division of fractions word problems (involving more heavily focused mixed numbers).
Range	M.6.5	Finds whole-number quotients and remainders (with up to **four**-digit dividends and **one**-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Finds whole-number quotients of whole numbers (with 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 calculation by using equations, rectangular arrays, and/or area models.	Fluently divides multi-digit numbers using the standard algorithm.	Fluently divides multi-digit numbers using the standard algorithm, and assesses the reasonableness of the result.

Range	M.6.6	Adds, subtracts, and multiplies using strategies based on place value, the properties of operations, and/or the relationship between operations. Limit decimals to hundredths.	Add, subtracts, multiplies, and divides, using strategies based on place value, the properties of operations, and/or the relationship between operations. Limit decimal dividend by whole number.	Fluently adds, subtracts, multiplies, and divides multi-digit decimals, using the standard algorithm for each operation.	Solves word problems with multi-digit decimals by adding, subtracting, multiplying, and dividing using the standard algorithm for each operation.
Range	M.6.7	Finds common factors (less than or equal to 50) and common multiples (less than or equal to 10), using a visual model or strategies.	Finds the greatest common factor of two whole numbers (less than or equal to 50) and the least common multiple of two whole numbers (less than or equal to 10).	Finds the greatest common factor of two whole numbers (less than or equal to 100) and the least common multiple of two whole numbers (less than or equal to 12). Uses the distributive property to express a sum of two whole numbers (1 to 100) with a common factor, as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	Interprets a context to construct an equivalent expression, using greatest common factors and least common multiples, and the distributive property.
Range	M.6.8	Places integers on the number line (with whole-number increments), extending the counting pattern to integers.	Places integers on the number line. In a given situation (e.g., elevation, sea level), student is able to determine the meaning of zero.	Demonstrates that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); uses positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (May use any rational number, including fractions and decimals.)	Recognizes patterns and makes generalizations about characteristics of positive and negative numbers. (May use any rational number, including fractions and decimals.)

Range	M.6.9a, M.6.9b, M.6.9c	Plots points in all four quadrants. Plots integer pairs on a coordinate plane (with one-unit increments on both axes) and on a horizontal number line.	Plots points in all four quadrants. Plots ordered pairs, including rational numbers, on a coordinate plane, and on both horizontal and vertical number lines. Recognizes that two points are reflections across one axis on the coordinate plane.	Plots points in all four quadrants. Understands signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognizes that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Solves real-world problems involving the coordinate plane. Recognizes that when two ordered pairs differ only by signs, the locations of the points are related by reflections across both axes.
Range	M.6.10a, M.6.10b, M.6.10c, M.6.10d	Compares two rational numbers on a number line diagram. Writes the comparison using mathematical notation. Finds the absolute value of a rational number using representations.	Determines the greater or lesser rational number, including absolute values in a real-world context. Uses mathematical notation and words to express these statements of order.	Writes, interprets, and explains statements of order for rational numbers in real-world contexts. Interprets absolute value as magnitude for a positive or negative quantity in a real-world situation. Distinguishes comparisons of absolute value from statements about order.	Draws conclusions about a real-world situation involving absolute values of rational numbers and compares values.
Range	M.6.11	Determines the distances between two points on the coordinate plane by counting the spaces between points.	Solves mathematical problems by graphing points in all four quadrants on the coordinate plane; finds distances between points with the same first or second coordinate.	Solves real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Includes use of coordinates and absolute value to find distances between points with the same first or second coordinate.	Applies absolute value to the coordinate grid to real-world, multi-step problems. For example, constructs a polygon (with given side lengths) across axes.
Expressions and Equations					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.6.12	Recognizes exponential notation as repeated multiplication (e.g., $2 \times 2 \times 2 = 2^3$).	Writes and evaluates a single term in numerical expressions involving whole-number exponents (e.g., $7^2 = 49$ or $49 = 7^2$).	Writes and evaluates numerical expressions involving whole-number exponents.	Writes and evaluates numerical expressions involving whole-number exponents in real-world contexts.

Range	M.6.13a M.6.13b	Identifies an expression that matches a written statement, with numbers and with letters standing for numbers, using correct mathematical terms.	Writes expressions from written statements that record a single operation (with numbers and with letters standing for numbers); recognizes one or more parts of an expression as single entities.	Writes expressions that record operations (with numbers and with letters standing for numbers).	Writes expressions that record operations (with numbers and with letters standing for numbers), involving real-world and mathematical contexts.
Range	M.6.13c	Evaluates expressions at specific values of their variables (e.g., substitution).	Evaluates expressions at specific values of their variables, and includes expressions that arise from formulas used in real-world problems.	Performs arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	Evaluates multi-step, real-world problems (involving rational numbers and whole-number exponents).
Range	M.6.14 M.6.15	Identifies when two expressions are equivalent.	Applies properties of operations to identify equivalent expressions.	Applies the properties of operations to identify and generate equivalent expressions.	Uses a real-world context to construct multiple equivalent expressions.
Range	M.6.16	Uses substitution to determine whether **a given number** makes an equation or inequality (with a single operation) true.	Solves an equation or inequality, using substitution to determine whether a given number **in a specified set** makes an equation or inequality (with a single operation) true.	Solves an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true.	Creates a set of values that makes an equation or inequality true.
Range	M.6.17	Identifies a single operation expression (with one variable), in a real-world mathematical problem.	Writes a single-operation expression (with one variable) to portray a real-world mathematical problem.	Uses variables to represent numbers and write expressions when solving a real-world or mathematical problem; understands that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Creates a real-world situation that corresponds to a given expression.

Range	M.6.18	Solves $x + p = q$, $x - p = q$, and $px = q$, $p/x = q$ (with whole numbers) with a visual/manipulative model.	Solves $x + p = q$, $x - p = q$, and $px = q$, $p/x = q$ (with non-negative whole numbers and unit fractions and decimals).	Solves real-world and mathematical problems by writing and solving equations of the form $x + p = q$, $x - p = q$, and $px = q$, $p/x = q$, for cases in which p, q, and x are all non-negative, rational numbers.	Interprets and solves real-world and mathematical problems with multiple steps.
Range	M.6.19	Recognizes that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions, and identifies solutions of such inequalities on number line diagrams.	Given a number line diagram, writes an inequality of the form $x > c$ or $x < c$; **or,** given an inequality of the form $x > c$ or $x < c$, graphs solutions on a number line diagram.	Writes an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognizes that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions, and represents solutions of such inequalities on number line diagrams.	Writes a real-world problem to represent a constraint given an inequality of the form $x > c$ or $x < c$.
Range	M.6.20	Given a graph/table, identifies an algebraic expression for the two quantities in a real-world problem that change in relationship to one another.	Given a graph/table in a real-world or mathematical problem, identifies dependent and independent variables, and writes an algebraic equation to represent how these quantities change in relationship to one another.	Given a real-world situation, a student writes an equation to express the relationship between the dependent and independent variables, using graphs and tables, and relates these to the equation.	Creates a real-world context using dependent and independent variables.
Geometry & Statistics and Probability					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.6.21	Finds the area of triangles, special quadrilaterals, and polygons that have been composed or decomposed into rectangles or triangles, given all the measurements.	Finds the area of triangles and special quadrilaterals by composing or decomposing into triangles and/or rectangles.	Finds the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; a student applies these techniques in the context of solving real-world and mathematical problems.	Solves geometric multi-step, real-world and mathematical problems including decimal and fractional measurements.

Range	M.6.22	Visually represents the volume of a right rectangular prism with **whole-number** edge lengths.	Represents and finds the volume of a right rectangular prism with one fractional edge length. Shows that the volume of their representation is the same as multiplying the edge lengths.	Finds the volume of a right rectangular prism with fractional edge lengths. Applies the formulas $V = l\ w\ h$ and $V = B$ h in the context of solving real-world and mathematical problems.	Given the volume of a right rectangular prism with fractional edge lengths, finds the missing fractional edge length in the context of solving real-world and mathematical problems.
Range	M.6.23	Draws polygons in the coordinate plane given coordinates for the vertices.	Uses coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.	Use coordinates in the context of solving real-world and mathematical problems.	Finds the missing vertex, of a regular polygon, when given the other vertices in the coordinate plane in a real-world context.
Range	M.6.24	Represents three-dimensional figures using nets made up of rectangles and triangles.	Uses nets to find the surface area of 3-dimensional figures.	Solves real-world and mathematical problems using nets and 3-dimensional figures.	Solves real-world and mathematical problems using nets and 3-dimensional figures including fractional and decimal measurements.
Range	M.6.25	Recognizes a statistical question from a list of questions.	Changes a question from a non-statistical question to a statistical question.	Recognizes a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Writes a statistical question given a context.
Range	M.6.26	Identifies the corresponding graph from a given set of data or given a graph, a student identifies its corresponding data.	Demonstrates that a set of data collected to answer a statistical question has a distribution which can be described by using measures of center and spread.	Demonstrates that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Creates a set of data with a given center, spread, and shape.
Range	M.6.27	Recognizes that a measure of center is the mean, median, and mode.	Recognizes and can find the mean, median, and/or mode.	Recognizes that a measure of center for a numerical data set summarizes all of its values with a single number.	Determines how additional data points affect the measure of center in a numerical data set.
Range	M.6.28	Identifies an appropriate display of numerical data in plots on a number line, including dot plots **or** histograms **or** box plots.	Constructs a display of numerical data on a number line, including dot plots and/or histograms.	Displays numerical data in plots on a number line, including dot plots, histograms, and box plots.	Constructs a histogram or box plot from data displayed in a dot plot.

Range	M.6.29a M.6.29b M.6.29c M.6.29d	Summarizes the data in a line plot by counting the number of observations; identifies the measure of center used.	Summarizes a numerical data set by counting the number of observations; identifies the measures of center and any striking deviations (e.g., outliers).	Summarizes numerical data sets in relation to their context.	Creates a set of data from a given box plot.

Table 11: Achievement Level Descriptors, Mathematics Grade 7

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Ratios and Proportional Relationships					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.7.1	Computes unit rates with ratios of fractions having like units.	Computes unit rates with ratios of fractions including lengths with like or different units.	Computes unit rates with ratios of fractions including lengths, areas, and other quantities measured in like or different units.	Computes unit rates with ratios of two mixed numbers having like or different units.
Range	M.7.2a, M.7.2b	Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in a representation that includes (0, 0).	Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in any simple representation (i.e., tables, equations, diagrams, verbal descriptions, graphs).	Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in any complex representation, (i.e. tables, equations, diagrams, verbal descriptions, graphs).	Extends the given representation or creates a different representation that would represent the same proportional relationship.
Range	M.7.2c	Identifies the equation that models a relationship from a given representation with a proportional relationship.	Models a proportional relationship using an equation when given a simple table, graph, or verbal description.	Models a proportional relationship using an equation given a complex table, graph, or verbal description.	Creates a representation with a context that would represent a given proportional equation.

Range	M.7.2d	Explains what any point (*x,y*) on the graph of a proportional relationship means in terms of the situation, but not identify the unit rate.	Explains what any point (*x,y*) on the graph of a proportional relationship means in terms of the situation, and can identify the unit rate when given the point (1,*r*).	Explains what any point (*x,y*) on the graph of a proportional relationship means in terms of the situation, and can identify the unit rate.	Identifies a point (*x,y*) on the same graph as the point (1,*r*) for a proportional relationship and interprets the meaning of (*x,y*) in terms of the situation.
Range	M.7.3	Uses proportional relationships to solve simple ratio and percent problems.	Uses proportional relationships to solve simple ratio and percent problems in context.	Uses proportional relationships to solve multi-step ratio and percent problems in context.	Creates equivalent proportional equations that could be used to solve the same ratio/percent problem in context.
Number System					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.7.4a, M.7.4b, M.7.4c, M.7.4d	Adds or subtracts rational numbers using a number line or other manipulatives.	Adds or subtracts simple rational numbers.	Adds or subtracts rational numbers and determines the reasonableness of the solution. Recognizes that the sum of a number and its opposite equals zero, understands $p + q$ as the number located a distance $\|q\|$ from p in a positive or negative direction, and understands subtraction as adding the additive inverse.	Justifies the steps taken to add or subtract rational numbers.
Range	M.7.5a, M.7.5b, M.7.5c, M.7.5d	Multiplies or divides rational numbers using a number line or other manipulatives.	Multiplies or divides simple rational numbers.	Multiplies or divides rational numbers and determines the reasonableness of the solution. Understands that $-(q/p) = (-p)/q = p/(-q)$. Converts a rational number to a decimal using long division and knows that the rational number terminates in 0 or eventually repeats. Knows that division by zero is undefined.	Interprets products and quotients of rational numbers in a real-world context.

Range	M.7.6	Solves simple real-world and mathematical problems involving the four operations with rational numbers using the number line or other manipulatives.	Solves simple real-world and mathematical problems involving the four operations with rational numbers.	Solves real-world and multi-step mathematical problems involving the four operations with rational numbers.	Creates a story problem to model a given number sentence.
Expressions and Equations					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.7.7	Applies and justifies properties of operations used to add, subtract, factor, and expand linear expressions (with whole-number coefficients).	Applies and justifies properties of operations as strategies to add, subtract, factor, and expand linear expressions (with integer coefficients).	Applies and justifies properties of operations as strategies to add, subtract, factor, and expand linear expressions (with non-mixed rational coefficients).	Applies and justifies properties of operations as strategies to add, subtract, factor, and expand linear expressions (with mixed rational coefficients).
Range	M.7.8	Can identify the commutative property and use it to rewrite an expression in an equivalent form and can explain how the different forms are related.	Can identify the associative and distributive properties and use them to rewrite an expression in an equivalent form and can explain how the different forms are related.	Understands that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	Creates equivalent expressions given a problem context and explains key terms and factors of the problem for each expression.
Range	M.7.9	Solves multi-step mathematical problems involving calculations with positive and negative rational numbers in a variety of forms.	Solves real-life problems involving calculations with positive and negative rational numbers in a variety of forms.	Converts between forms of a rational number to simplify calculations or communicate solutions meaningfully.	Assesses the reasonableness of answers using mental computations and estimation.
Range	M.7.10a, M.7.10b	Solves equations of the form $px + q = r$ and $p(x + q) = r$ (with rational coefficients).	Solves real-world or mathematical problems of the form $px + q = r$ and $p(x+ q) = r$, with rational coefficients, using equations and inequalities.	Creates a model and solves real-world or mathematical problems of the form $px + q = r$ and $p(x + q) = r$, with rational coefficients, using equations and inequalities.	Creates a model and solves real-world or mathematical problems using equations and inequalities with rational coefficients and explains what the solution means.
Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.7.11	Finds actual lengths given a geometric figure and a scale factor.	Finds actual lengths given two geometric figures with some unknown side measure.	Computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale.	Explains the relationship between scale factors of length and scale factors of areas for geometric figures.

Range	M.7.12	Constructs geometric shapes given conditions on the sides or angles and determines if it makes a particular shape.	Constructs geometric shapes given a combination of angle and side conditions and determines whether it makes a particular shape.	Discovers and explains the conditions necessary for a given set of angles or sides to make a triangle.	Discovers and can explain the conditions for a unique triangle, more than one triangle, or no triangle.
Range	M.7.13	Identifies the 2-dimensional figure that results from a vertical or horizontal cut of a right rectangular prism.	Identifies the 2-dimensional figure that results from a vertical or horizontal cut of right rectangular pyramids.	Describes the 2-dimensional figure that results from a vertical, horizontal, or angled slice of a right rectangular prism.	Draws the 2-dimensional figure that results from a vertical, horizontal, or angled slice of a right prism or pyramid.
Range	M.7.14	Recognizes the formulas for area and circumference of a circle.	Calculates area and circumference given radius or diameter. Calculates radius or diameter given the circumference.	Determines the area given the circumference or vice versa. Solves	Understands how and why the formulas for area and circumference of a circle work.
Range	M.7.15	Identifies supplementary, complementary, vertical, and adjacent angles.	Finds the unknown angle given another angle and their relationship to supplementary, complementary, vertical, and adjacent angles.	Finds any of the unknown angles formed by two intersecting lines when measures are given algebraic expressions.	Creates and solves multi-step equations to find unknown angle measures given a figure with intersecting lines.
Range	M.7.16	Finds the area of triangles, quadrilaterals, and regular polygons. Finds the volume of cubes and right prisms.	Solves real-world problems involving surface area of 2-dimensional figures. Solve real-world volume problems for cubes and right prisms.	Solves real-world problems involving surface area of composite 2- dimensional figures. Solves real- word problems involving volume of 3-dimensional objects.	Uses relationships between volume and surface area of 3-dimensional shapes to solve real-world problems.
Statistics and Probability					
Range	M.7.17 M.7.18	Identifies and recognizes sample populations given a scenario describing the entire population.	Recognizes that a random sample produces the most valid representation of the entire population.	Makes inferences about a population based on representative samples. Uses multiple samples to gauge variations in estimates or predictions.	Can identify real-life situations where random sampling is used and can explain its usefulness.

Range	M.7.19	Recognizes that a measure of center is the mean, median, and mode while a measure of variation is the range.	Recognizes and can find the mean, median, and/or mode; and can find the range.	Recognizes that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Determines how additional data points affect the measure of center in a numerical data set.
Range	M.7.20.a M.7.20.b M.7.20.c M.7.20.d	Summarizes the data in a line plot by counting the number of observations; identifies measure of variation or center used.	Summarizes a numerical data set by counting the number of observations; identifies the measures of center or variation and any striking deviations (e.g., outliers).	Summarizes numerical data sets in relation to their context.	Creates a set of data from a given box plot.
Range	M.7.21	Informally uses basic measures of central tendency to compare two different populations.	Informally uses measures of central tendency to draw comparisons about two different populations.	Informally uses measures of central tendency and variability to compare and contrast inferences about two populations in any context.	Informally uses measures of variability for numerical data from random samples to compare and contrast comparative inferences about two populations.
Range	M.7.22	Uses basic measures of central tendency to compare two different populations.	Uses measures of central tendency to draw comparisons about two different populations.	Uses measures of central tendency and variability to compare and contrast inferences about two populations in any context.	Uses measures of variability for numerical data from random samples to compare and contrast comparative inferences about two populations.
Range	M.7.23	Understands that the probability of a chance event is a number between 0 and 1.	Understands that the probability if a chance event is closer to 1 it is likely to happen and if it is closer to 0 it is not likely to happen.	Identifies the probability of a chance event as impossible (0), unlikely, equally likely or unlikely (0.5), more likely, or certain (1). Interpret the probabilities as a fraction, decimal, or percent.	Compares probabilities of two or more events and justifies the likelihood of each event.
Range	M.7.24	Makes approximations of probability for a chance event.	Uses the results of an experiment to estimate the probability of the event.	Observes and predicts the relative frequency of an event given the probability of the event.	Recognizes and justifies why the experimental probability approaches the theoretical probability as the relative frequency of an event increases.

Range	M.7.25a, M.7.25b	Determines the theoretical probability of a simple event.	Determines the theoretical probability of a simple event and uses observed frequencies to create a uniform probability model.	Determines the theoretical probability of an event and uses observed frequencies to create a probability model for the data from a chance process (where outcomes are uniform or not uniform).	Compares and justifies the experimental and theoretical probability in a given situation.
Range	M.7.26a, M.7.26b, M.7.26c	Determines the sample space for compound events.	Determines the theoretical probability of a compound event.	Designs a simulation to generate frequencies for compound events.	Compares different simulations to see which best predicts the probability.

Table 12: Achievement Level Descriptors, Mathematics Grade 8

ALD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Number System					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.8.1, M.8.2	Identifies square roots of non-square numbers and pi as irrational numbers. Understands that every number has a decimal expansion. Identifies rational or irrational numbers. Converts familiar rational numbers with one repeating digit to fraction form.	Compares and orders rational and irrational numbers. Identifies irrational decimal expansions as approximations. Identifies rational and irrational numbers and converts less familiar rational numbers to fraction form.	Places irrational numbers on a number line. Uses approximations of irrational numbers to estimate the value of an expression. Converts decimals into rational numbers.	Explains how to get more precise approximations of square roots. Notices and explains the patterns that exist when writing rational numbers as fractions.
Expressions and Equations					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.8.3	Knows the properties of natural number exponents.	Applies the properties of natural number exponents to generate equivalent numerical expressions.	Knows and applies the properties of integer exponents to generate equivalent numerical expressions.	Uses properties of integer exponents to order or evaluate multiple numerical expressions with integer exponents.

Range	M.8.4	Evaluates square roots of small perfect squares.	Solves mathematical equations (without context) of the form $x2=p$ and $x3=p$, where p is a positive rational number and the solutions are rational.	Uses square root and cube root symbols to represent solutions to equations of the form $x2=p$ and $x3=p$, where p is a positive rational number, and knows that √2 is irrational.	Explains how square roots and cube roots relate to each other and to their radicands.
Range	M.8.5	Explains how square roots and cube roots relate to each other and to their radicands.	Uses numbers expressed in the form of a single digit times an integer power of 10 to estimate very small quantities.	Expresses how many times a number written as an integer power of 10 is than another number written as an integer power of 10.	Converts between decimal notation and scientific notation and compares numbers written in different notations.
Range	M.8.6	Represents very large and very small quantities in scientific notation and uses appropriate units.	Multiplies and divides numbers in scientific notation.	Performs operations with numbers expressed in scientific notation, including problems with numbers written in both decimal and scientific notation and interprets scientific notation that has been generated by technology.	Calculates and interprets values written in scientific notation within a context.
Range	M.8.7	Graphs proportional relationships, interpreting the unit rate as the slope.	Graphs proportional relationships, interpreting the unit rate as the slope and compare two different proportional relationships using the same representation.	Graphs proportional relationships, interpreting the unit rate as the slope of the graph and compares two different proportional relationships represented in different ways.	Compares and contrast situations in which similar triangles would and would not yield the same slope
Range	M.8.8	Determines the slope of a line given a graph.	Derives the equation y=mx for a line through the origin.	Recognizes and explains why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane and derives the equation y=mx+b for a line intercepting the vertical axis at b.	Compares and contrast situations in which similar triangles would and would not yield the same slope.

Range	M.8.9a, M.8.9b	Solves simple linear equations with integer coefficients.	Solves multi-step linear equations with rational coefficients and identifies equations that have one solution, infinitely many solutions, or no solutions.	Solves multi-step linear equations with rational coefficients and variables on both sides and provides examples of equations that have one solution, infinitely many solutions, or no solutions.	Justifies why an equation has one solution, infinitely many solutions, or no solutions.
Range	M.8.10a, M.8.10b, M.8.10c	Identifies systems of equations that have one solution, infinitely many solutions, or no solutions from a graph. Estimates the solution of a system given a graph.	Solves a system of linear equations algebraically, by inspection, and graphically.	Provides examples of systems of equations that have one solution, infinitely many solutions, or no solutions. Creates and utilizes a system of linear equations.	Solves real-world and mathematical problems leading to two linear equations in two variables.
Functions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.8.11	Identifies whether a relation is a function from a graph or a mapping.	Identifies whether a function is a relation from any representation.	Explains that a function is a rule that assigns to each input exactly one output and that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Creates any representation of a relation and explains why it is a function or is not a function.
Range	M.8.12	Given a function expressed as an equation, creates a graph.	Given a representation of a function, creates another representation of that function.	Compares properties (i.e., slope, *y*- intercept, values) of two functions each represented in a different way (algebraically, graphically, numerically in tables, or verbal descriptions).	Justifies whether two functions represented in different ways are equivalent or not by comparing their properties.
Range	M.8.13	Determines whether a function is linear or nonlinear from a graph.	Determines whether a function is linear or nonlinear from an equation in the form y=mx+b.	Determines whether or not a function is linear or nonlinear (from a graph, table, and equation). Give examples of functions that are not linear.	Explains why the function is linear or nonlinear.

Range	M.8.14	Determines the rate of change of the function from a graphical description of the linear function.	Determines the rate of change and initial value of the function from two (*x,y*) values. Creates a graph of identified information.	Interprets the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. Constructs a function to model a linear relationship between two quantities.	Identifies what prevents a set of values in either a table or graph from being linear and adjusts the values to make them linear.
Range	M.8.15	Describes qualitatively the functional relationship between two quantities by analyzing some features of a graph (e.g., linear and nonlinear).	Describes qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).	Sketches a graph that exhibits given qualitative features of a function.	Interprets qualitative features of a function in a context.
Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	M.8.16a, M.8.16b, M.8.16c	Identifies the lines or line segments that correspond from one translation to another.	Identifies the angles that correspond from one transformation to another using reflection and/or translation.	Can verify experimentally the properties of rotations, reflections, and translations.	Can recognize and explain the properties of rotations, reflections, and translations in real-world graphic illustrations and visual representations.
Range	M.8.17	Identifies two congruent figures using rotations, reflections, or transformations	Identifies a transformation between two congruent figures.	Describes a sequence of rigid transformations between two congruent figures.	Can recognize and explain congruent figures in real-world graphic illustrations and visual representations
Range	M.8.18	Identifies a visual representation of a dilation, translation, rotation, or reflection.	Describes the effect of reflections and translations on two-dimensional figures using coordinates and coordinate notation.	Describes the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates and coordinate notation.	Describes the effect of multiple transformations including dilation on two-dimensional figures using coordinates and coordinate notation.
Range	M.8.19	Recognizes that it takes a combination of transformations and dilation to produce a similar figure.	Identifies dilations of figures by a given scale factor and transformations.	Describes a sequence of rigid transformations and dilation that results in similar figures.	Recognizes that a dilation with a scale factor of 1 leads to congruence.

Range	M.8.20	Knows that the sum of angles of a triangle equals 180, and identifies angle pairs when parallel lines are cut by a transversal.	Finds unknown angle measures in a triangle, and unknown angle measures for angle pairs when parallel lines are cut by a transversal.	Gives an informal argument for: · sum of angles of a triangle equals 180 · the measure of an exterior angle of a triangle is equal to the sum of the measures of the non-adjacent angles · congruent angle relationships when parallel lines are cut by a transversal.	Give an informal argument that a triangle can only have one 90 angle. Give an informal argument for the pairs of angles that are supplementary when parallel lines are cut by a transversal.
Range	M.8.21	Knows the Pythagorean Theorem and that it applies to right triangles.	Understands the proof of the Pythagorean Theorem and its converse.	Understands and explains the proof of the Pythagorean Theorem and its converse.	Models a proof of the Pythagorean Theorem and its converse using a pictorial representation.
Range	M.8.22	Calculates unknown hypotenuse side length given the Pythagorean Theorem.	Calculates unknown side lengths using the Pythagorean Theorem given at least two different side lengths of a right triangle.	Applies the Pythagorean Theorem to real-world situations in two and three dimensions to determine unknown side lengths.	Recognizes situations and applies the Pythagorean Theorem in multi- step problems.
Range	M.8.23	Applies the Pythagorean Theorem to find the distance between two points in a coordinate system with the right triangle drawn where the Pythagorean Theorem is given.	Applies the Pythagorean Theorem to find the distance between two points in a coordinate system with the right triangle drawn where the Pythagorean Theorem is not given.	Applies the Pythagorean Theorem to find the distance between two points in a coordinate system.	Finds the coordinates of a point which is a given distance (non-vertical and non-horizontal) from another point.
Range	M.8.24	Finds the volume of cylinder.	Finds the volume of a cone, cylinder, or sphere.	Knows the formulas for the volumes of cones, cylinders, and spheres and uses them to solve real-world mathematical problems.	Describes the relationship between the formulas for volumes of cones, cylinders, or spheres. Explains the derivation of the formulas for cones, cylinders, and spheres.
Statistics and Probability					
Range	M.8.25	Constructs a scatter plot.	Constructs a scatter plot and describes the pattern as positive, negative, or no relationship.	Describes patterns in a scatter plot such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Constructs and interprets scatter plots for bivariate measurements data to investigate patterns of association between two quantities.

Range	M.8.26	Recognizes a straight line can be used to describe a linear association on a scatter plot.	Draws a straight line on a scatter plot that closely fits the data points.	Judges how well the trend line fits the data by looking at the closeness of the data points.	Compares more than one trend line for the same scatter plot and justifies the best one.
Range	M.8.27	Identifies the slope and *y*-intercept of a linear model on a scatter plot. Given a linear model and its scatter plot, identify the slope and *y*-intercept.	Identifies possible data points given a linear model. Given a linear model, create possible data points.	Interprets the meaning of the slope as a rate of change and the meaning of the *y*-intercept in the context given a linear model.	Creates and uses a linear model based on a set of bivariate data to solve a problem in a context.
Range	M.8.28	Completes a partially filled-in two-way table and interpret the table by row or column.	Constructs a two-way table of categorical data.	Interprets and describes relative frequencies for possible associations from a two-way table.	Interprets and compares relative frequencies to identify patterns of association.