
Appendix 6.1A.2

Extended Assessment

Alternate Achievements Standards: English/Language Arts (ELA)



Oregon Department of Education

Achievement Level Descriptors: Overview

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

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

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

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

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

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

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TABLE I: CATEGORY DESCRIPTIONS

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

TABLE 2: ENGLISH/LANGUAGE ARTS (ELA)**Ranges of Scale Scores by Category**

Grade	Level 1	Level 2	Level 3	Level 4
3	191 or below	192 - 212	213 - 227	228 or above
4	199 or below	200 - 212	213 - 227	228 or above
5	201 or below	202 - 219	220 - 231	232 or above
6	204 or below	205 - 219	220 - 232	233 or above
7	207 or below	208 - 221	222 - 235	236 or above
8	212 or below	213 - 223	224 - 235	236 or above
11	898 or below	899 - 919	920 - 926	927 or above

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Alternate Achievement Level Descriptors: ELA

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

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

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

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THIRD GRADE ELA**Achievement Level Descriptors (ALDs)****General and Content-Specific Policy ALDs**

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

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

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Grade 3 English Language Arts ALDs

Content Area	Domain	Level 1	Level 2	Level 3	Level 4
		In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text; identify a character, word of 4 letters or less, word meaning, setting, illustration, or main idea in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, word of 4-5 letters, word meaning, setting, illustrations, or main idea in a sentence of 6 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, word of 5-6 letters, word meaning, setting, illustration, or main idea in a sentence of 7 words or more read to them, or that they read independently.

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

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	Reading Informational Text	<ul style="list-style-type: none"> Answer questions about an informational text read to them. 	<ul style="list-style-type: none"> Answer questions about a text; identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 6 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 7 words or more read to them, or that they read independently.
	Reading Foundational Skills	<ul style="list-style-type: none"> Identify common words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify common words of 4 letters or less, and a word used in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> Identify common words of 4-5 letters, as well as a word used in a sentence of 6 words or more read to them. 	<ul style="list-style-type: none"> Identify common words of 5-6 letters, as well as a word used in a sentence of 7 words or more read to them.

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

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	Writing	<ul style="list-style-type: none"> • Write copy or trace their name or 1-2 common words. 	<ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 5 words or less read to them. Low ability to trace or copy their first name or 1 word. 	<ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 6 words or more read to them; can copy or write their first and last name or 2 words. 	<ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 7 words or more read to them; can write their first and last name or 2 words or more from dictation.
	Language	<ul style="list-style-type: none"> • Identify a letter, common word of 4 letters, and meanings of 3-4 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify a letter, common words of 4 letters or less, meanings of 3-4 letter words, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> • Identify common words of 4-5 letters, meanings of words of 4-5 letters, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) used in a sentence of 6 words or more read to them. 	<ul style="list-style-type: none"> • Identify common words of 5-6 letters, meanings of words of 5-6 letters, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) used in a sentence of 7 words or more read to them.

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

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FOURTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 4 English Language Arts ALDs

Content Area	Domain	Level 1	Level 2	Level 3	Level 4
		In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character, narrator, words of 4-5 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify a character, narrator, words of 5-6 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence (or two) of 7 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify a character, narrator, words of 7 letters and the meanings of those words, a setting, event, illustration, or main idea in 2 or more sentences read to them, or that they read independently.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> Answer questions about an informational text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence (or two) of 7 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in 2 or more sentences read to them, or that they read independently.
	Reading Foundational Skills	<ul style="list-style-type: none"> Identify common words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify common words of 4-5 letters, and a word used in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> Identify common words of 5-6 letters, as well as a word used in a sentence (or two) of 7 words or more read to them. 	<ul style="list-style-type: none"> Identify common words of 7 letters, as well as a word used in 2 or more sentences read to them.

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	Writing	<ul style="list-style-type: none"> • Write copy or trace their name or 1-2 common words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail in a sentence of 6 words or less read to them; trace or copy their first and last name or 2 words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail, beginning, and ending in a sentence (or two) of 7 words or more read to them; can copy or write 3 words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail, beginning, and ending, and word in 2 or more sentences read to them; can write 3 words from dictation.
	Language	<ul style="list-style-type: none"> • Identify a word of 2 letters, and meanings of 4 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 2 letters, meanings of 4 letter words, capitalized words, common punctuation in a sentence of 6 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 3-4 letters, meanings of words of 4 letters, capitalized words, common punctuation in a sentence (or two) of 7 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in a sentence (or two) of 7 words or more read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 4 letters, meanings of words of 4 letters, capitalized words, common punctuation in a sentence (or two) of 8 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in 2 or more sentences of 7 words or more read to them.

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

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FIFTH GRADE ELA**Achievement Level Descriptors (ALDs)****General and Content-Specific Policy ALDs**

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

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

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Grade 5 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character, narrator, words of 5-6 letters and the meanings of those words, meanings of metaphors, similes, setting, events, or main idea in a sentence of 7 words or less read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify a character, narrator, words of 7 letters and the meanings of those words, meanings of metaphors and similes, setting, events, or main idea in 2 sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify a character, narrator, words of 8 letters or more and the meanings of those words, meanings of metaphors and similes, a setting, events, or main idea in 2 or more sentences read to them, or that they read independently.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> Answer questions about an informational text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in a sentence of 7 words or less read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in 2 sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in 2 or more sentences read to them, or that they read independently.
	Reading Foundational Skills	<ul style="list-style-type: none"> Identify common words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify common words of 5 letters, words with prefixes and suffixes of 5 letters, and words used in a sentence of 7 words or more read to them. 	<ul style="list-style-type: none"> Identify common words of 6 letters, words with prefixes and suffixes of 6 letters, and words used in 2 sentences read to them. 	<ul style="list-style-type: none"> Identify common words of 7 letters or more, words with prefixes and suffixes of 7 letters, and words used in 2 or more sentences read to them.

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

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	Writing	<ul style="list-style-type: none"> • Write copy or trace 3 common words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in a sentence of 7 words or more read to them; trace or copy 3 words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in 2 sentences read to them; can copy or write 3 words from dictation. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in 2 or more sentences read to them; can write 4 words or more from dictation.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> Identify common word of 3 letters, and meanings of 4 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 3 letters, meanings of 4 letter words or words in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in a sentence of 7 words or less read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 4 letters, meanings of 5 letter words or words with an affix or root in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, comma(s) in a sentence, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in 2 sentences of 7 words or less read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words or words with an affix or root in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, comma(s) in a sentence, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in 3 or more sentences of 7 words or more read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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SIXTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 6 English Language Arts ALDs

Content Area	Domain	Level 1	Level 2	Level 3	Level 4
		In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text; identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 2 sentences of 4 or more words read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 2 sentences of 5 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 3 or more sentences of 5 words or more read to them, or that they read independently.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 2 sentences of 4 or more words read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 2 sentences of 5 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 3 or more sentences of 5 words or more read to them, or that they read independently.
	Writing	<ul style="list-style-type: none"> Write, copy, or trace 4 common words. 	<ul style="list-style-type: none"> Identify a claim or what a text is about, identify a person, fact, event, detail, and word in 2 sentences of 4 or more words read to them; trace or copy 4 words. 	<ul style="list-style-type: none"> Identify a claim or what a text is about, identify a person, fact, event, detail, and word in 2 sentences of 5 words or more read to them; can copy or write 5 words from dictation. 	<ul style="list-style-type: none"> Identify a claim or what a text is about, identify a person, fact, beginning, ending, event, detail, and word in 3 or more sentences of 5 words or more read to them; can write 5 words from dictation.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> Identify common word of 4 letters, and meanings of 5 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 4 letters, meanings of 5 letter words, meanings of figurative language, word connotations or denotations, or a pronoun when used in 2 sentences of 4 or more words read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words with an affix or root in context, meanings of figurative language, word connotations or denotations, correct use of commas, parentheses, dashes, or a pronoun when used in 2 sentences of 5 words or more read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters, meanings of 7 letter words with an affix or root in context, meanings of figurative language, word connotations or denotations, correct use of commas, parentheses, dashes, or a pronoun when used in 3 or more sentences 5 words or more read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

SEVENTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 7 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 2 or more sentences read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 3 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 4 or more sentences read to them, or that they read independently.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 2 or more sentences read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 3 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 4 or more sentences read to them, or that they read independently.
	Writing	<ul style="list-style-type: none"> Write, copy, or trace 5 common words. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, event, detail, sequence, or domain-specific word in 2 or more sentences read to them; trace or copy 5 words. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, or domain-specific word in 3 or more sentences read to them; can copy or write 6 words from dictation. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, or domain-specific word in 4 or more sentences read to them; can write 6 words from dictation.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> Identify common word of 5 letters, and meaning of 6 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 2 or more sentences read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters, meanings of 7 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 3 or more sentences read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 7 letters, meanings of 7 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 4 or more sentences read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

EIGHTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 8 English Language Arts ALDs

Content Area	Domain	Level 1	Level 2	Level 3	Level 4
		In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 3 or more sentences read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 4 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 5 or more sentences read to them, or that they read independently.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 3 or more sentences read to them. 	<ul style="list-style-type: none"> Answer questions about a text, and identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 4 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, and identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 5 or more sentences read to them, or that they read independently.
	Writing	<ul style="list-style-type: none"> Write, copy, or trace 6 common words. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 3 or more sentences are read to them; trace or copy 6 words. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 4 or more sentences are read to them; can copy or write 7 words from dictation. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 5 or more sentences are read to them; can write 7 words from dictation.

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> Identify common word of 6 letters, and meaning of 6 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters; identify the meanings of 6 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 3 or more sentences read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 7 letters; identify the meanings of 7 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 4 or more sentences read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 8 letters; identify the meanings of 7 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 5 or more sentences read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

HIGH SCHOOL ELA**Achievement Level Descriptors (ALDs)****General and Content-Specific Policy ALDs**

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

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 11 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about text, identify a character, narrator, setting, event, theme, or topic; limited ability to identify meanings of figurative, connotative, or words with 2 or more meanings; limited ability to identify main idea in 4 or more sentences read to them. 	<ul style="list-style-type: none"> • Answer questions about text, identify a character, narrator, setting, event, theme, or topic; identify meanings of figurative, connotative, or words with 2 or more meanings; distinguish what is directly stated from what is meant; identify main idea in 5 or more sentences read to them, or independently. 	<ul style="list-style-type: none"> • Answer questions about text, identify a character, narrator, setting, event, theme, or topic; identify meanings of figurative, connotative, or words with 2 or more meanings; distinguish what is directly stated from what is meant; identify main idea in 2 or more paragraphs read to them, or independently.
	Reading Informational Text	<ul style="list-style-type: none"> • Identify individuals, main ideas, or meanings of common words in an informational text read to them. 	<ul style="list-style-type: none"> • Answer questions about the text, identify an individual or author, meanings of figurative, connotative, or technical 	<ul style="list-style-type: none"> • Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative, 	<ul style="list-style-type: none"> • Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative,

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

			words, an event, idea, information, a sentence, and main idea in 4 or more sentences read to them.	or technical words, an event, idea, information, a sentence, and main idea in 5 or more sentences read to them, or independently.	or technical words, an event, idea, information, a sentence, and main idea in 2 or more paragraphs read to them, or independently.
Writing	• Write, copy, or trace 7 common words.	• Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 4 or more sentences are read to them; trace or copy 7 words.	• Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 5 or more sentences are read to them; can copy or write 8 words from dictation.	• Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 2 or more paragraphs are read to them; can write 8 words from dictation.	

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> • Identify common word of 7 letters, and meaning of 7 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 7 letters; identify the meanings of 7 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 4 or more sentences read to them; identify correct grammar when used in a sentence read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 8 letters; identify the meanings of 8 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 5 or more sentences read to them; identify correct grammar when used in a sentence read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 9 letters; identify the meanings of 9 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 2 or more paragraphs read to them; identify correct grammar when used in a sentence read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Extended Assessment

Alternate Achievements Standards: Mathematics



Oregon Department of Education

Achievement Level Descriptors: Overview

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

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

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

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

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

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

TABLE I: CATEGORY DESCRIPTIONS

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

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

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

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Alternate Achievement Level Descriptors: Mathematics

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

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

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

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THIRD GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 3 Mathematics ALDs

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

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

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

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

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

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

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FOURTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 4 Mathematics ALDs

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

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

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Number & Operations in Base Ten	• Use place value to compare numbers. .	• Identify multiples of 10: 10, 20, 30, 40.	• Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44.	• Identify which number is in the tens' place and ones' place.
	• Match number names to numerals.	• Match names to numerals for 1-10.	• Match names to numerals for 11-30.	• Match names to numerals for numbers 31-40.
	• Identify numerals.	• Identify numerals between 1 and 10.	• Identify numerals between 11 and 30.	• Identify numerals between 31 and 40.
	• Add and subtract numbers.	• Add numbers up to 20.	• Add numbers up to 40; subtract numbers up to 10.	• Subtract numbers between 11 and 40.
	• Multiply numbers and match area.	• Match area models 1 to 10.	• Multiply numbers 1 to 5, match area models 11-30.	• Multiply numbers 6-10, match area models 31-40.
	• Use area models to solve division problems.	• Use area model to solve division problems up to 5.	• Use area models to solve division problems up to 10.	• Solve division problems up to 10.
	• Divide numbers in half using graphic supports.	• Divide objects in 1/2 with numbers 1, 2 and 4.	• Divide objects in 1/2 with numbers 6, 8, and 10.	• Divide numbers in 1/4 with 1, 4, and 8.
Number & Operations—Fractions	• Make comparisons using <, =, and >.	• Make comparisons between 1-10 using smaller, larger, or same.	• Compare numbers 20 to 30 using <, =, and >.	• Compare numbers 31-40 and 1/2 or 1/4 using <, =, and >.

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

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

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

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

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

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FIFTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 5 Mathematics ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
Math	Operations and Algebraic Thinking	<ul style="list-style-type: none"> Solve expressions given a verbal/visual model. 	<ul style="list-style-type: none"> Solve expressions involving add/subtract of 0-10. 	<ul style="list-style-type: none"> Solve expressions involving add/subtract of 11-20. 	<ul style="list-style-type: none"> Solve expressions involving add/subtract of 41-60.
		<ul style="list-style-type: none"> Identify numerical expressions that match a verbal description. 	<ul style="list-style-type: none"> Match one-operation numerical expressions using addition and subtraction of 0-10. 	<ul style="list-style-type: none"> Match two-operation numerical expressions using addition and subtraction of 11-20. 	<ul style="list-style-type: none"> Match two-operation numerical expressions using 41-60.
		<ul style="list-style-type: none"> Identify missing numeral given a rule. 	<ul style="list-style-type: none"> Identify missing numeral in +1 patterns (1-10). 	<ul style="list-style-type: none"> Identify missing numeral in +2, +3, +4, +5, and +10 patterns (2-40). 	<ul style="list-style-type: none"> Identify missing numeral in +6, +7, +8, +9 patterns (6-60).

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

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

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

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

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SIXTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 6 Mathematics ALDs

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

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		<ul style="list-style-type: none"> • Use verbal and/or graphic models to divide whole numbers. 	<ul style="list-style-type: none"> • Divide numbers 1-10 by 1-3. 	<ul style="list-style-type: none"> • Divide numbers 12-20 by 4-6. 	<ul style="list-style-type: none"> • Divide numbers 21-30 by 7-15, .5, and .25.
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		<ul style="list-style-type: none"> • Identify the greatest common factor of whole numbers. 	<ul style="list-style-type: none"> • Identify (GCF) of numbers 1-10. 	<ul style="list-style-type: none"> • Identify GCF of numbers 12-20. 	<ul style="list-style-type: none"> • Identify GCF of numbers 21-30.
		<ul style="list-style-type: none"> • Use visual and/or verbal models to solve real-world problems involving above/below zero whole numbers. 	<ul style="list-style-type: none"> • Solve problems involving numbers +/- 1-3. 	<ul style="list-style-type: none"> • Solve problems involving +/- 4-7. 	<ul style="list-style-type: none"> • Solve problems involving +/- 8-10.
		<ul style="list-style-type: none"> • Use a number line to compare distances of positive and negative numbers. 	<ul style="list-style-type: none"> • Identify number that is equidistant from zero for numbers +/- 1-3. 	<ul style="list-style-type: none"> • Identify number that is equidistant from zero for numbers +/- 4-7. 	<ul style="list-style-type: none"> • Identify number that is equidistant from zero for +/- 8-10.
		<ul style="list-style-type: none"> • Identify points graphed in the first and second quadrant of the coordinate plane. 	<ul style="list-style-type: none"> • Identify value of Y coordinate when provided with X and verbal directions to X. 	<ul style="list-style-type: none"> • Identify location of a point when provided verbal directions to its location in the coordinate plane. 	<ul style="list-style-type: none"> • Identify a point given its coordinates.
		<ul style="list-style-type: none"> • Identify the location of fractions between two whole numbers on a number line. 	<ul style="list-style-type: none"> • Identify location of numbers between 0-10 using 1/2 and .5. 	<ul style="list-style-type: none"> • Identify location of numbers between 11-20 using 1/4 and .25. 	<ul style="list-style-type: none"> • Identify location of numbers between 21-40 using 1/3, 1/8.
		<ul style="list-style-type: none"> • Use a number line to compare magnitudes. 	<ul style="list-style-type: none"> • Compare the magnitudes of numbers 0-20. 	<ul style="list-style-type: none"> • Compare magnitudes of numbers 21-50. 	<ul style="list-style-type: none"> • Compare magnitudes of numbers 51-80.

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

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

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

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SEVENTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 7 Mathematics ALDs

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

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The Number System	• Identify quantities that combine to make zero using a number line.	• Combines numbers to make zero (1-5 with -1 to -5).	• Combines numbers to make zero (6-10 with -6 to -10).	• Combines numbers to make zero (11-20 with -11 to -20)
	• Use a number line to interpret addition and subtraction of numbers.	• Add and subtract numbers 0-20.	• Add and subtract numbers 21-40.	• Add and subtract numbers 41-50 and -1 to -10.
	• Solve problems involving addition and subtraction of decimals.	• Add and subtract decimals .5, .25, and .75.	• Add and subtract percentages 25%, 50%, and 75%.	• Add and subtract fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{8}$.
	• Identify the appropriate sign for the answer to a multiplication problem involving two numbers (+/-).	• Identify the sign for multiplication problems with positive numbers (0-10).	• Identify the sign for multiplication problems with positive numbers (11-20).	• Identify the sign for multiplication problems with positive numbers (21-40) and negative numbers (-1 to -5).
	• Identify the quotient that corresponds to real-world data bar graph.	• Identify data displays that are half of numbers (2, 4, 6, 8, 10).	• Identify data displays that are $\frac{1}{4}$ of numbers (4, 8, 12, 16, or 20).	• Identify data displays that are $\frac{1}{3}$ of numbers (21, 24, 27, 30, 33, 36, 39), or $\frac{1}{8}$ of numbers (24, 32, 40).

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

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

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EIGHTH GRADE MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 8 Mathematics ALDs

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

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

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

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

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HIGH SCHOOL MATHEMATICS

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 11 Mathematics ALDs

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

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Functions	• Identify missing numbers in output tables.	• Identify missing multiples of 1-8.	• Identify missing multiples of 9-15.	• Identify missing multiples of 16-30.
	• Identify slope as positive, negative, zero, or undefined.	• Identify positive slopes 1-5.	• Identify negative slopes 1-10.	• Identify zero or undefined slopes.
	• Identify the intercepts for line graphs.	• Identify positive x intercept and/or y intercept (1-10).	• Identify negative x intercept and/or y intercept (-1 to -10).	• Identify negative and positive intercepts of x and/or y axis (-10 to 10, including the origin).
	• Match a linear function with its graph.	• Identify a line with negative or positive slope when provided with a model.	• Match a numeric description of a line with its graph (numeric = descriptions of slopes, points on line).	• Match an algebraic description of a line with its graph.
	• Identify the relationship between two quantities provided a line graph.	• Identify positive relationships when provided a line graph.	• Identify negative or undefined relationships when provided a line graph.	• Project the relationship between two quantities given a scenario.
	• Identify the common difference in a sequence.	• Identify the positive common difference in an arithmetic sequence (1-10).	• Identify the missing term in arithmetic sequence with common differences (1 - 20).	• Identify the missing term in geometric sequence with ratios (1/2, 1/4, 1/3, & 10-20).

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

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

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

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Extended Assessment

Alternate Achievements Standards:

Science



Oregon Department of Education

Achievement Level Descriptors: Overview

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

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

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

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

Level expectations were developed by specialists at the department and were modeled on the format, language structure, and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for a thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Report) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Level 1 – Level 4). During this level of the review,

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educators recommended changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

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TABLE I: CATEGORY DESCRIPTIONS

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

*The labels for the various Levels have not been determined as of July 8, 2015.

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

Grade	Level 1	Level 2	Level 3	Level 4
5	505 or below	506 - 516	517 - 529	530 or above
8	809 or below	810 - 819	820 - 830	831 or above
11	900 or below	901 - 913	914 - 928	929 or above

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

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Alternate Achievement Level Descriptors: Science

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

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

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

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SCIENCE**FIFTH GRADE SCIENCE**

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 5 Science ALDs

Content Area	Domain	Level 1	Level 2	Level 3	Level 4
		In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
Science	Matter and Its Interactions	<ul style="list-style-type: none"> • Recognize that common objects, animals and plants are made of different parts. 	<ul style="list-style-type: none"> • Identify the parts of large common and inanimate objects with easily recognizable smaller parts. 	<ul style="list-style-type: none"> • Identify the parts of a wider variety of common inanimate objects and living organisms. 	<ul style="list-style-type: none"> • Identify more complex parts of common inanimate objects and living organisms including those that are too small to be seen with the naked eye.
		<ul style="list-style-type: none"> • Measure the weight of common objects. 	<ul style="list-style-type: none"> • Measure the weight/mass of common objects in various phases of matter using pictures of the objects. 	<ul style="list-style-type: none"> • Measure and/or compare the weight/mass of common objects in various phases of matter using pictures of the objects, including choosing the correct tool. 	<ul style="list-style-type: none"> • Measure and/or compare the weight/mass of common objects in various phases of matter using graphs and associated data.

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

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		<ul style="list-style-type: none"> Identify physical properties of common matter. 	<ul style="list-style-type: none"> Identify and measure the physical properties of matter, including the size and shape of common objects. 	<ul style="list-style-type: none"> Identify and measure the physical properties of matter, including size, shape, hardness and softness, and the mass of objects. 	<ul style="list-style-type: none"> Identify and measure the physical properties of matter, including size, shape, hardness and softness, mass, and volume through the use of graphs and pictures of matter in different phases.
		<ul style="list-style-type: none"> Recognize when common substances are mixed together. 	<ul style="list-style-type: none"> Recognize two solids mixed together that do not form a new substance. 	<ul style="list-style-type: none"> Recognize one solid and one liquid mixed together that does not form a new substance. 	<ul style="list-style-type: none"> Recognize one solid and one liquid, two liquids, or two gasses that when mixed form a new substance.
Motion and Stability: Forces and Inter-actions		<ul style="list-style-type: none"> Recognize that common objects move when dropped. 	<ul style="list-style-type: none"> Recognize or identify the direction common objects will fall when dropped. 	<ul style="list-style-type: none"> Recognize that gravity makes objects fall downward on Earth. 	<ul style="list-style-type: none"> Recognize that gravity makes objects fall downward, incorporating more abstract diagrams of the Earth and Moon.

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

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

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	Earth's Place in the Universe	<ul style="list-style-type: none"> • Recognize that the Sun shines and is bright. 	<ul style="list-style-type: none"> • Recognize that the Sun is brighter than other common objects on Earth that do not shine on their own. 	<ul style="list-style-type: none"> • Recognize that the Sun is brighter than other objects in the sky and in space that are not as bright. 	<ul style="list-style-type: none"> • Recognize that the Sun is brighter than other stars in space because it is closer to the Earth.
		<ul style="list-style-type: none"> • Recognize day and night. 	<ul style="list-style-type: none"> • Recognize the difference between day and night, including that shadows typically happen during the daytime. 	<ul style="list-style-type: none"> • Recognize the appropriate size, direction and shape of shadows based on the position of Sun in simple pictures and diagrams. 	<ul style="list-style-type: none"> • Recognize the relative amount of sunlight in different circumstances and the portion of the Earth that is day/night using simple pictures and diagrams.
	Earth's Systems	<ul style="list-style-type: none"> • Recognize common parts of the Earth. 	<ul style="list-style-type: none"> • Identify common living organisms of Earth's biosphere, including plants and animals, without specifically naming them. 	<ul style="list-style-type: none"> • Identify nonliving features, restricted to: ponds, lakes, rivers, streams and oceans (hydrosphere), rocks, mountains, volcanoes, canyons (geosphere), and air, clouds and fog (atmosphere). 	<ul style="list-style-type: none"> • Identify simple interactions among common Earth systems.

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		<ul style="list-style-type: none"> • Recognize common Earth features made of water. 	<ul style="list-style-type: none"> • Identify Earth features that are made of water compared to common objects that are not made of water. 	<ul style="list-style-type: none"> • Identify Earth features that are made of water compared to other natural features that are not made of water. 	<ul style="list-style-type: none"> • Identify and compare the relative amounts of water in features of the hydrosphere using diagrams and graphs.
	Earth and Human Activity	<ul style="list-style-type: none"> • Recognize common activities that impact the environment. 	<ul style="list-style-type: none"> • Identify activities that pollute and harm the planet compared to activities that obviously do not. 	<ul style="list-style-type: none"> • Identify simple and common ways to protect and help the Earth compared to common and unrelated activities. 	<ul style="list-style-type: none"> • Identify simple and common ways to protect and help the Earth compared to activities that pollute and harm the Earth.
	Engineering Design	<ul style="list-style-type: none"> • Recognize common problems. 	<ul style="list-style-type: none"> • Identify simple and common problems to solve compared to unrelated inanimate objects. 	<ul style="list-style-type: none"> • Identify common problems to solve compared to unrelated activities and situations that are not problems. 	<ul style="list-style-type: none"> • Identify complex problems to solve compared to related activities and situations that are not problems.
		<ul style="list-style-type: none"> • Recognize solutions to common problems. 	<ul style="list-style-type: none"> • Identify simple solutions around daily activities and needs compared to unrelated inanimate objects. 	<ul style="list-style-type: none"> • Identify simple solutions restricted to common problems and solutions and tools that solve them compared to obvious non-solutions. 	<ul style="list-style-type: none"> • Identify simple solutions restricted to common problems and solutions and tools that solve them compared to solutions to similar solutions.

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SCIENCE

EIGHTH GRADE SCIENCE

Science Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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

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Grade 8 Science ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
Science	Matter and Its Interactions	<ul style="list-style-type: none"> • Identify physical properties of common matter. 	<ul style="list-style-type: none"> • Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability. 	<ul style="list-style-type: none"> • Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability, including identifying such properties after a physical or chemical change. 	<ul style="list-style-type: none"> • Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability, including comparing physical and chemical changes, which have occurred and the results.

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		<ul style="list-style-type: none"> • Recognize common objects people use. 	<ul style="list-style-type: none"> • Identify common objects and materials. 	<ul style="list-style-type: none"> • Identify common objects and materials that come from natural resources. 	<ul style="list-style-type: none"> • Identify the natural resource(s) from which common objects and materials come.
Motion and Stability: Forces and Interactions		<ul style="list-style-type: none"> • Recognize common moving objects. 	<ul style="list-style-type: none"> • Identify when objects are at rest or in motion. 	<ul style="list-style-type: none"> • Identify actions that involve an associated reaction. 	<ul style="list-style-type: none"> • Identify and associate simple actions and reactions.
		<ul style="list-style-type: none"> • Recognize that common objects have mass. 	<ul style="list-style-type: none"> • Identify and compare objects in relation to their mass. 	<ul style="list-style-type: none"> • Qualitatively link mass with force and motion. 	<ul style="list-style-type: none"> • Qualitatively compare forces, mass and changes in motion of objects.
Energy		<ul style="list-style-type: none"> • Recognize common hot and cold objects. 	<ul style="list-style-type: none"> • Recognize the difference between hot and cold objects. 	<ul style="list-style-type: none"> • Recognize that hot and cold are related to measures of temperature, including changes in temperature. 	<ul style="list-style-type: none"> • Recognize examples of heat transfer, and how such transfer might be minimized or maximized.
Waves and Their Applications in Technologies for Information Transfer		<ul style="list-style-type: none"> • Recognize common examples of waves. 	<ul style="list-style-type: none"> • Identify different types of waves compared to other objects. 	<ul style="list-style-type: none"> • Describe different types of waves qualitatively. 	<ul style="list-style-type: none"> • Describe and compare different types of waves qualitatively and quantitatively.
Molecules to Organisms: Structures and Processes		<ul style="list-style-type: none"> • Recognize common parts of the human body. 	<ul style="list-style-type: none"> • Identify common external parts of the human body. 	<ul style="list-style-type: none"> • Identify internal parts and systems of the body using simple terminology and diagrams. 	<ul style="list-style-type: none"> • Connect human body parts and systems to their materials and function.

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

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		<ul style="list-style-type: none"> Recognize animals and plants. 	<ul style="list-style-type: none"> Identify and distinguish animals and plants from other objects. 	<ul style="list-style-type: none"> Identify different animal and plant behaviors, parts and structures. 	<ul style="list-style-type: none"> Identify and connect animal and plant behaviors, parts, and structures to their function.
		<ul style="list-style-type: none"> Recognize that plants need light, air, and water. 	<ul style="list-style-type: none"> Recognize that plants need light, air, and water to grow. 	<ul style="list-style-type: none"> Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis. 	<ul style="list-style-type: none"> Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis and flow of energy and materials.
		<ul style="list-style-type: none"> Recognize humans and animals need food. 	<ul style="list-style-type: none"> Recognize that humans and animals need food to grow. 	<ul style="list-style-type: none"> Recognize that humans and animals need food to grow, and that food provides energy. 	<ul style="list-style-type: none"> Recognize that humans and animals need food to grow, including graphical displays/diagrams about the amount of energy or expected growth under different situations.
Ecosystems: Interactions, Energy, and Dynamics		<ul style="list-style-type: none"> Recognize living organisms. 	<ul style="list-style-type: none"> Recognize the difference between individual living organisms and groups of living organisms. 	<ul style="list-style-type: none"> Identify resources that individual or groups of living organisms need to grow, reproduce, and sustain their population. 	<ul style="list-style-type: none"> Identify simple changes in resources and how they might affect an individual or group of living organisms.

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		<ul style="list-style-type: none"> Identify living organisms. 	<ul style="list-style-type: none"> Identify living organisms compared to non-living parts of ecosystems. 	<ul style="list-style-type: none"> Identify simple interactions between living and non-living parts of ecosystems. 	<ul style="list-style-type: none"> Identify simple interactions between individual and groups of living organisms in ecosystems.
	Heredity: Inheritance and Variation of Traits	<ul style="list-style-type: none"> Recognize that living organisms have offspring. 	<ul style="list-style-type: none"> Identify (match) the identical offspring of a given living organism compared to different species. 	<ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different species. 	<ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different and the same species.
	Biological Evolution: Unity and Diversity	<ul style="list-style-type: none"> Recognize physical characteristics of animals. 	<ul style="list-style-type: none"> Recognize and identify like animals based on physical characteristics. 	<ul style="list-style-type: none"> Recognize and identify similar animals based on physical characteristics. 	<ul style="list-style-type: none"> Recognize and identify similar animals based on physical characteristics, including fossils of common extinct organisms.
		<ul style="list-style-type: none"> Recognize simple traits of animals. 	<ul style="list-style-type: none"> Identify simple traits of animals, without referring to survival or reproduction, compared to unrelated objects and traits. 	<ul style="list-style-type: none"> Identify simple traits of animals that help them survive and reproduce, compared to traits from other animals that help them survive. 	<ul style="list-style-type: none"> Identify the function of traits related to a single animal or group of the same animals compared to other traits that the target animals have.

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	Earth's Place in the Universe	<ul style="list-style-type: none"> Recognize that common objects move when dropped. 	<ul style="list-style-type: none"> Recognize the direction that common objects will fall based on the role of gravity, including the use of the term. 	<ul style="list-style-type: none"> Recognize the role of gravity involving Earth-Moon and Earth-Sun relations. 	<ul style="list-style-type: none"> Recognize the role of gravity involving Earth-Moon and Earth-Sun relations, and other natural and manmade objects in the solar system.
		<ul style="list-style-type: none"> Recognize the Sun and Earth. 	<ul style="list-style-type: none"> Identify the Sun and the Earth as compared to other unrelated objects on Earth. 	<ul style="list-style-type: none"> Identify the Sun, Earth and Moon as compared to other related objects in space in the solar system. 	<ul style="list-style-type: none"> Identify and compare additional objects in the solar system and their features, including using diagrams, graphs, and models.
Earth's Systems		<ul style="list-style-type: none"> Identify common Earth processes. 	<ul style="list-style-type: none"> Identify processes that lead to erosion when provided a model. 	<ul style="list-style-type: none"> Identify conditions and processes that lead to different types of surface weathering. 	<ul style="list-style-type: none"> Identify geoscience processes that shape common geographic features.
		<ul style="list-style-type: none"> <u>Recognize water in common different forms.</u> 	<ul style="list-style-type: none"> <u>Identify the three forms of water as compared to other unrelated objects.</u> 	<ul style="list-style-type: none"> <u>Identify the three forms of water as compared to other forms of water.</u> 	<ul style="list-style-type: none"> <u>Identify and connect the forms of water to various points in the water cycle using diagrams.</u>
		<ul style="list-style-type: none"> <u>Identify different types of weather conditions and their characteristics.</u> 	<ul style="list-style-type: none"> <u>Identify simple weather conditions compared to unrelated objects and conditions.</u> 	<ul style="list-style-type: none"> <u>Identify simple weather conditions compared to related objects and conditions.</u> 	<ul style="list-style-type: none"> <u>Identify and connect physical conditions to simple weather conditions.</u>

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	Earth and Human Activity	<ul style="list-style-type: none"> • Recognize common ways to help the Earth. 	<ul style="list-style-type: none"> • Identify simple and common ways to protect or help the Earth and environment compared to other common and unrelated activities. 	<ul style="list-style-type: none"> • Identify simple and common ways to protect or help the Earth and environment compared to other activities that pollute and harm the Earth. 	<ul style="list-style-type: none"> • Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment.
		<ul style="list-style-type: none"> • Recognize common things that come from the Earth. 	<ul style="list-style-type: none"> • Identify natural resources compared to other unrelated items and objects. 	<ul style="list-style-type: none"> • Identify natural resources based on their use in communities. 	<ul style="list-style-type: none"> • Identify human use of resources and the effect on resources using simple graphs and diagrams.
	Engineering Design	<ul style="list-style-type: none"> • Recognize common problems. 	<ul style="list-style-type: none"> • Identify simple and common problems to solve compared to other unrelated activities/situations that are obviously not problems. 	<ul style="list-style-type: none"> • Identify more complex problems to solve compared to related activities/situations that are not problems. 	<ul style="list-style-type: none"> • Identify more complex problems to solve compared to related activities/situations that are not problems, • including the use of and diagrams, and issues about likelihood of problems based on simple data.

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		<ul style="list-style-type: none">• Recognize solutions to common problems	<ul style="list-style-type: none">• Identify simple solutions restricted to common problems and solutions/tools that solve them compared to obvious non-solutions	<ul style="list-style-type: none">• Identify simple solutions restricted to common problems and solutions/tools that solve them compared to solutions to other similar problems	<ul style="list-style-type: none">• Identify simple solutions restricted to common problems and solutions/tools that solve them compared to solutions to other similar problems, including the use of graphs and diagrams that show simple data
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SCIENCE

HIGH SCHOOL SCIENCE

Science Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

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

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Grade 11 Science ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
Science	Matter and Its Interactions	<ul style="list-style-type: none"> • Identify physical and chemical properties. 	<ul style="list-style-type: none"> • Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, and chemical property restricted to flammability. 	<ul style="list-style-type: none"> • Identify and compare simple physical and chemical properties after a physical and/or chemical change. 	<ul style="list-style-type: none"> • Identify physical and chemical properties before and after a physical and/or chemical change, neither including whether or not a physical or chemical change has occurred, includes the use of graphs and data tables of such properties.

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		<ul style="list-style-type: none"> Identify the properties of different and common substances. 	<ul style="list-style-type: none"> Identify different bulk properties of common and everyday objects and materials when they are explicitly linked to the properties of the materials and resources from which they are made. 	<ul style="list-style-type: none"> Identify different bulk properties of common and everyday objects and materials when they are not linked to the properties of the materials and resources from which they are made. 	<ul style="list-style-type: none"> Identify the shared physical or chemical property of both the object/material and the material/resource from which they are made.
		<ul style="list-style-type: none"> Recognize common types of matter and that it can change or stay the same. 	<ul style="list-style-type: none"> Recognize through pictures and diagrams when a material or an object is the same. 	<ul style="list-style-type: none"> Recognize through pictures and diagrams when the amount of matter (mass) of a given material or object is the same. 	<ul style="list-style-type: none"> Recognize that the amount of matter (mass) is conserved after a physical change or chemical reaction.
Motion and Stability: Forces and Inter-actions		<ul style="list-style-type: none"> Recognize that common objects have mass and move. 	<ul style="list-style-type: none"> Qualitatively link mass with force and motion. 	<ul style="list-style-type: none"> Qualitatively compare forces, mass and changes in motion of objects. 	<ul style="list-style-type: none"> Qualitatively and quantitatively compare forces, mass and changes in motion using diagrams, graphs, or tables.

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		<ul style="list-style-type: none"> • Recognize that common moving objects have force. 	<ul style="list-style-type: none"> • Identify which object has or requires the most or least amount of force. 	<ul style="list-style-type: none"> • Identify which among three options/scenarios involving the same object would result in an increase or decrease in the amount of force. 	<ul style="list-style-type: none"> • Identify devices that would help or ways in which one might decrease or minimize the amount of force during an impact/collision.
Energy	<ul style="list-style-type: none"> • Recognize common types of energy. 	<ul style="list-style-type: none"> • Recognize and identify different examples of energy relative to its source. 	<ul style="list-style-type: none"> • Recognize and identify different examples of energy relative to its source, including energy transfer. 	<ul style="list-style-type: none"> • Recognize examples of heat transfer/changes in temperature, and how such transfer might be minimized, maximized, and/or measured. 	<ul style="list-style-type: none"> • Recognize examples of common or everyday energy conversion.
	<ul style="list-style-type: none"> • Recognize common hot and cold objects. 	<ul style="list-style-type: none"> • Recognize that hot and cold are related to measures of temperature, including the tools used to measure temperature. 	<ul style="list-style-type: none"> • Recognize examples of heat transfer/changes in temperature using diagrams, models, graphs to show such transfer/change, including over time. 		<ul style="list-style-type: none"> • Recognize heat transfer/changes in temperature using diagrams, models, graphs to show such transfer/change, including over time.

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	Waves and their Applications in Technologies for Information Transfer	<ul style="list-style-type: none"> Recognize and identify different types of common waves compared to other objects. 	<ul style="list-style-type: none"> Identify and describe examples of waves qualitatively. 	<ul style="list-style-type: none"> Identify, describe and compare different waves qualitatively. 	<ul style="list-style-type: none"> Identify, describe and compare waves using diagrams, graphs, and data tables that show examples of waves traveling through or interacting with various objects and media.
	From Molecules to Organisms: Structures and Processes	<ul style="list-style-type: none"> Recognize common examples digital technology. 	<ul style="list-style-type: none"> Identify various types of digital storage and transmitting technology compared to objects devices that are not related. 	<ul style="list-style-type: none"> Identify that digital technology stores and transmits information compared to other unrelated (non-electronic, non-digital) objects. 	<ul style="list-style-type: none"> Identify that digital technology stores and transmits information compared to other electronic objects that do not.
		<ul style="list-style-type: none"> Identify common parts of living organisms, including humans. 	<ul style="list-style-type: none"> Identify different external and internal parts and systems of the body using simple terminology and diagrams. 	<ul style="list-style-type: none"> Identify and connect external human body parts to their materials and function. 	<ul style="list-style-type: none"> Identify and connect internal human body parts to their materials and function.

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	<ul style="list-style-type: none"> • Recognize that plants need light, air, and water to grow. 	<ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis. 	<ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis. 	<ul style="list-style-type: none"> • Identify and compare the growth of plants given different amounts of light, water and/or air, incorporating diagrams of photosynthesis that indicate flow of energy and materials.
	<ul style="list-style-type: none"> • Recognize that humans and animals need oxygen and food to survive. 	<ul style="list-style-type: none"> • Recognize that humans and animals need food and oxygen to survive/grow. 	<ul style="list-style-type: none"> • Recognize that humans and animals need food and oxygen to survive/grow, and that these work together to provide energy. 	<ul style="list-style-type: none"> • Recognize that humans and animals need food and oxygen to survive/grow, incorporating graphs and diagrams to determine the relative amount of energy or expected growth based on a given situation involving food and/or oxygen.

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	Eco-systems: Interactions, Energy, and Dynamics	<ul style="list-style-type: none"> Recognize and identify common factors that affect living organisms. 	<ul style="list-style-type: none"> Identify various resources and factors that individual or groups of living organisms need to grow, reproduce, and sustain their population. 	<ul style="list-style-type: none"> Identify simple changes in resources, and how such changes might affect an individual or group of living organisms. 	<ul style="list-style-type: none"> Identify the availability of or simple changes in resources, and how such changes might affect biodiversity in an ecosystem.
		<ul style="list-style-type: none"> Recognize that living and non-living organisms interact. 	<ul style="list-style-type: none"> Identify interactions between living and non-living aspects of a given ecosystem. 	<ul style="list-style-type: none"> Identify interactions between living organisms of a given ecosystem. 	<ul style="list-style-type: none"> Identify how changes to non-living or living aspects of a given ecosystem and how these aspects might be affected, including the development of new ecosystems.
	Heredity: Inheritance and Variation of Traits	<ul style="list-style-type: none"> Recognize that living organisms have offspring that are similar to them. 	<ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different species. 	<ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different and the same species. 	<ul style="list-style-type: none"> Identify the offspring of a given living organism with varying traits compared to different and the same species, including situations involving environmental factors/mutation.

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	Biological Evolution: Unity and Diversity	<ul style="list-style-type: none"> Recognize simple traits of animals that help them survive. 	<ul style="list-style-type: none"> Identify simple traits of animals that help them survive and reproduce, compared to traits from other animals that are unrelated to the target animal. 	<ul style="list-style-type: none"> Identify the function of traits that help a single animal/group of the same animal survive and reproduce among other traits of the target animal. 	<ul style="list-style-type: none"> Identify which among variations of the same trait offers an advantage to an animal or group of the same animals in the given ecosystem.
	Earth's Place in the Universe	<ul style="list-style-type: none"> Identify common adaptive features of living organisms. 	<ul style="list-style-type: none"> Identify simple adaptive features of humans, animals or plants, without linking the adaptation to its purpose, compared to other features of the organism or others. 	<ul style="list-style-type: none"> Identify simple adaptive features of humans, animals or plants linking the adaptation to its purpose as compared to other features of the organism. 	<ul style="list-style-type: none"> Identify an organism's adaptation based on its function.
	Earth's Place in the Universe	<ul style="list-style-type: none"> Recognize that the Sun provides light and heat. 	<ul style="list-style-type: none"> Recognize that the Sun, compared to other space and non-space objects, gives light and heat energy to the Earth. 	<ul style="list-style-type: none"> Recognize that the Sun, compared to other space objects, gives light and heat energy to the Earth and its organisms. 	<ul style="list-style-type: none"> Recognize that the Sun gives energy to the Earth, plants and animals, and thus, humans in the form of different types of radiation, including examples beyond heat and visible light.

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		<ul style="list-style-type: none"> • Recognize the Sun, Earth and other common objects in space. 	<ul style="list-style-type: none"> • Identify the Sun, Earth and Moon compared to other objects in the solar system, with gravity concepts restricted to Earth-Moon and Earth-Sun. 	<ul style="list-style-type: none"> • Identify and compare features of natural objects in the solar system, including the role of gravity in their orbit. 	<ul style="list-style-type: none"> • Identify and compare features of natural and manmade objects in the solar system, including the role of gravity in their orbit.
Earth's Systems		<ul style="list-style-type: none"> • Identify common Earth features and processes. 	<ul style="list-style-type: none"> • Identify conditions that lead to specific types of surface weathering. 	<ul style="list-style-type: none"> • Identify geoscience processes that shape common geographic features. 	<ul style="list-style-type: none"> • Identify and link Earth features to the geoscience process that created them.
		<ul style="list-style-type: none"> • Recognize and identify different forms of water. 	<ul style="list-style-type: none"> • Identify the three forms of water as compared to other related substances. 	<ul style="list-style-type: none"> • Identify the three forms of water as compared to other forms of water. 	<ul style="list-style-type: none"> • Identify and connect the forms of water to various points in the water cycle using diagrams and graphs.
Earth and Human Activity		<ul style="list-style-type: none"> • Identify common types of weather and natural hazards that impact humans. 	<ul style="list-style-type: none"> • Identify natural resources, natural hazards and aspects of weather and climate compared to other unrelated materials or objects. 	<ul style="list-style-type: none"> • Identify natural resources, natural hazards and aspects of weather and climate compared to other related materials and processes. 	<ul style="list-style-type: none"> • Identify and link resources, natural hazards and aspects of weather and climate to their impact on humans.

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		<ul style="list-style-type: none"> • Recognize common ways to help and hurt the Earth. 	<ul style="list-style-type: none"> • Identify which of several simple and common choices is a way to protect or help the Earth as compared to activities that pollute and harm the Earth. 	<ul style="list-style-type: none"> • Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment. 	<ul style="list-style-type: none"> • Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment, including specifically the use of technology to monitor and protect the environment.
	Engineering Design	<ul style="list-style-type: none"> • Recognize common real-world problems and solutions. 	<ul style="list-style-type: none"> • Based on a simple problem that impacts an individual identify the problem, possible constraints, or solutions to the problem. 	<ul style="list-style-type: none"> • Based on a simple problem that impacts a community identify the problem, possible constraints or solutions to the problem. 	<ul style="list-style-type: none"> • Based on a simple problem that impacts broader society, identify the problem, possible constraints, or solutions to the problem.

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