# **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.

## **TABLE I: CATEGORY DESCRIPTIONS**

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

# **TABLE 2: 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

**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.

## **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.

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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.

#### THIRD GRADE ELA

## Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

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

Grade 3 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
<b>Content Area</b>	Domain	In grade level content	In grade level content	In grade level content	In grade level content
		reduced in depth,	reduced in depth,	reduced in depth,	reduced in depth,
		breadth, and complexity,	breadth, and complexity,	breadth, and complexity,	breadth, and complexity,
		the student	student demonstrates	student demonstrates	student demonstrates
		demonstrates limited to	inconsistent or partial	proficient performance	superior proficient
		no performance when	performance when	when presented with	performance when
		presented with items	presented with items	items that ask them to:	presented with items that
		that ask them to:	that ask them to:		ask them to:
English	Reading Literature	Answer questions about	<ul> <li>Answer questions about</li> </ul>	Answer questions about	<ul> <li>Answer questions about</li> </ul>
Language		a literature text that is	a text; identify a	a text, as well as	a text, as well as identify
Arts		read to them.	character, word of 4	identify a character,	a character, word of 5-6
			letters or less, word	word of 4-5 letters,	letters, word meaning,
			meaning, setting,	word meaning, setting,	setting, illustration, or
			illustration, or main	illustrations, or main	main idea in a sentence
			idea in a sentence of 5	idea in a sentence of 6	of 7 words or more read
			words or less read to	words or more read to	to them, or that they
			them.	them, or that they read	read independently.
				independently.	

Reading	Answer questions about	Answer questions about	Answer questions about	Answer questions about
Informational Text	an informational text	a text; identify an	a text, as well as	a text, as well as identify
	read to them.	individual, word	identify an individual,	an individual, word
		meaning, event, idea,	word meaning, event,	meaning, event, idea,
		the beginning, ending,	idea, the beginning,	the beginning, ending,
		and main idea in a	ending, and main idea	and main idea in a
		sentence of 5 words or	in a sentence of 6	sentence of 7 words or
		less read to them.	words or more read to	more read to them, or
			them, or that they read	that they read
			independently.	independently.
Reading	Identify common	• Identify common words	• Identify common words	Identify common words
Foundational Skills	words, including when	of 4 letters or less, and	of 4-5 letters, as well as	of 5-6 letters, as well as
	used in a sentence.	a word used in a	a word used in a	a word used in a
		sentence of 5 words or	sentence of 6 words or	sentence of 7 words or
		less read to them.	more read to them.	more read to them.

Writing	Write copy or trace	• Identify a topic, fact,	• Identify a topic, fact,	Identify a topic, fact,
	their name or 1-2	person, event,	person, event,	person, event,
	common words.	beginning, ending,	beginning, ending,	beginning, ending,
		detail, and word in a	detail, and word in a	detail, and word in a
		sentence of 5 words or	sentence of 6 words or	sentence of 7 words or
		less read to them. Low	more read to them; can	more read to them; can
		ability to trace or copy	copy or write their first	write their first and last
		their first name or 1	and last name or 2	name or 2 words or
		word.	words.	more from dictation.
Language	<ul> <li>Identify a letter,</li> </ul>	<ul><li>Identify a letter,</li></ul>	<ul> <li>Identify common words</li> </ul>	Identify common words
	common word of 4	common words of 4	of 4-5 letters, meanings	of 5-6 letters, meanings
	letters, and meanings of	letters or less, meanings	of words of 4-5 letters,	of words of 5-6 letters,
	3-4 letter words,	of 3-4 letter words,	capitalized words, and	capitalized words, and
	including when used in	capitalized words, and	identify a word (noun,	identify a word (noun,
	a sentence.	identify a word (noun,	pronoun, verb,	pronoun, verb,
		pronoun, verb,	adjective, or adverb)	adjective, or adverb)
		adjective, or adverb) in	used in a sentence of 6	used in a sentence of 7
		a sentence of 5 words	words or more read to	words or more read to
		or less read to them.	them.	them.

#### **FOURTH GRADE ELA**

## Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

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

Grade 4 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	Answer questions about a literature text that is read to them.	• 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.	• 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.	• 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.

Reading	Answer questions about	Answer questions about	• Answer questions about	Answer questions about
Informational Text	an informational text	a text, identify an	a text, as well as	a text, as well as identify
	that is read to them.	individual, speaker,	identify an individual,	an individual, speaker,
		word meaning, event,	speaker, word meaning,	word meaning, event,
		idea, step, word	event, idea, step, word	idea, step, word
		meaning, event,	meaning, event,	meaning, event,
		information, and main	information, and main	information, and main
		idea in a sentence of 6	idea in a sentence (or	idea in 2 or more
		words or less read to	two) of 7 words or	sentences read to them,
		them.	more read to them, or	or that they read
			that they read	independently.
			independently.	
Reading	Identify common	• Identify common words	<ul> <li>Identify common words</li> </ul>	Identify common words
Foundational Skills	words, including when	of 4-5 letters, and a	of 5-6 letters, as well as	of 7 letters, as well as a
	used in a sentence.	word used in a sentence	a word used in a	word used in 2 or more
		of 6 words or less read	sentence (or two) of 7	sentences read to them.
		to them.	words or more read to	
			them.	

Writing	<ul> <li>Write copy or trace their name or 1-2 common words.</li> </ul>	• 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.	• 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.	• 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> <li>Identify a word of 2 letters, and meanings of 4 letter words, including when used in a sentence.</li> </ul>	• 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.	• 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.	• 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.

#### FIFTH GRADE ELA

## Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

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

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Grade 5 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
<b>Content Area</b>	Domain	In grade level content	In grade level content	In grade level content	In grade level content
		reduced in depth,	reduced in depth,	reduced in depth,	reduced in depth,
		breadth, and complexity,	breadth, and complexity,	breadth, and complexity,	breadth, and complexity,
		the student	student demonstrates	student demonstrates	student demonstrates
		demonstrates limited to	inconsistent or partial	proficient performance	superior proficient
		no performance when	performance when	when presented with	performance when
		presented with items	presented with items	items that ask them to:	presented with items that
		that ask them to:	that ask them to:		ask them to:
English	Reading Literature	Answer questions about	<ul> <li>Answer questions about</li> </ul>	<ul> <li>Answer questions about</li> </ul>	<ul> <li>Answer questions about</li> </ul>
Language		a literature text that is	a text, identify a	a text, as well as	a text, as well as identify
Arts		read to them.	character, narrator,	identify a character,	a character, narrator,
			words of 5-6 letters and	narrator, words of 7	words of 8 letters or
			the meanings of those	letters and the	more and the meanings
			words, meanings of	meanings of those	of those words,
			metaphors, similes,	words, meanings of	meanings of metaphors
			setting, events, or main	metaphors and similes,	and similes, a setting,
			idea in a sentence of 7	setting, events, or main	events, or main idea in 2
			words or less read to	idea in 2 sentences read	or more sentences read
			them.	to them, or that they	to them, or that they
				read independently.	read independently.

Reading	Answer questions about	Answer questions about	Answer questions about	Answer questions about
Informatio	nal Text an informational text	a text, identify an	a text, as well as	a text, as well as identify
	that is read to them.	individual, speaker, meanings of general academic or domainspecific words, an event, idea, information, and main idea in a sentence of 7 words or less read to them.	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.	an individual, speaker, meanings of general academic or domainspecific words, an event, idea, information, and main idea in 2 or more sentences read to them, or that they read independently.
Reading Foundation	• Identify common words, including when used in a sentence.	• 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.	• Identify common words of 6 letters, words with prefixes and suffixes of 6 letters, and words used in 2 sentences read to them.	• 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.

Writing	Write copy or trace 3	Identify a topic or what	Identify a topic or what	Identify a topic or what
	common words.	a text is about, fact,	a text is about, fact,	a text is about, fact,
		character, setting,	character, setting,	character, setting,
		event, detail,	event, detail,	event, detail, beginning,
		beginning, ending, and	beginning, ending, and	ending, and word in 2
		word in a sentence of 7	word in 2 sentences	or more sentences read
		words or more read to	read to them; can copy	to them; can write 4
		them; trace or copy 3	or write 3 words from	words or more from
		words.	dictation.	dictation.

Language	Identify common word	Identify a correctly	Identify a correctly	Identify a correctly
	of 3 letters, and	spelled word of 3	spelled word of 4	spelled word of 5 letters,
	meanings of 4 letter	letters, meanings of 4	letters, meanings of 5	meanings of 6 letter
	words, including when	letter words or words in	letter words or words	words or words with an
	used in a sentence.	context, meanings of	with an affix or root in	affix or root in context,
		metaphors and similes,	context, meanings of	meanings of metaphors
		synonyms, antonyms,	metaphors and similes,	and similes, synonyms,
		or homographs, or a	synonyms, antonyms,	antonyms, or
		conjunction,	or homographs,	homographs, comma(s)
		preposition,	comma(s) in a	in a sentence, or a
		interjection, or verb	sentence, or a	conjunction,
		when used in a	conjunction,	preposition, interjection,
		sentence, and identify a	preposition,	or verb when used in a
		word in a sentence of 7	interjection, or verb	sentence, and identify a
		words or less read to	when used in a	word in 3 or more
		them.	sentence, and identify a	sentences of 7 words or
			word in 2 sentences of	more read to them.
			7 words or less read to	
			them.	

#### **SIXTH GRADE ELA**

## Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

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

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Grade 6 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
<b>Content Area</b>	Domain	In grade level content	In grade level content	In grade level content	In grade level content
		reduced in depth,	reduced in depth,	reduced in depth,	reduced in depth,
		breadth, and complexity,	breadth, and complexity,	breadth, and complexity,	breadth, and complexity,
		the student	student demonstrates	student demonstrates	student demonstrates
		demonstrates limited to	inconsistent or partial	proficient performance	superior proficient
		no performance when	performance when	when presented with	performance when
		presented with items	presented with items	items that ask them to:	presented with items that
		that ask them to:	that ask them to:		ask them to:
English	Reading Literature	<ul> <li>Answer questions about</li> </ul>	<ul> <li>Answer questions about</li> </ul>	Answer questions about	Answer questions about
Language		a literature text that is	a text; identify a	a text, identify a	a text, identify a
Arts		read to them.	character or speaker,	character or speaker,	character or speaker,
			setting, event,	setting, event,	setting, event, meanings
			meanings of figurative	meanings of figurative	of figurative or
			or connotative words,	or connotative words,	connotative words, and
			and main ideas in 2	and main ideas in 2	main ideas in 3 or more
			sentences of 4 or more	sentences of 5 words or	sentences of 5 words or
			words read to them.	more read to them, or	more read to them, or
				that they read	that they read
				independently.	independently.

Read	ding	Identify individuals,	• Answer questions about	Answer questions about	Answer questions about
Infor	rmational Text	main ideas, or	a text, identify an	a text, as well as	a text, as well as identify
		meanings of common	individual or speaker,	identify an individual or	an individual or speaker,
		words in an	meanings of figurative,	speaker, meanings of	meanings of figurative,
		informational text that	connotative, or	figurative, connotative,	connotative, or technical
		is read to them.	technical words, an	or technical words, an	words, an event, idea,
			event, idea,	event, idea,	information, and main
			information, and main	information, and main	idea in 3 or more
			idea in 2 sentences of 4	idea in 2 sentences of 5	sentences of 5 words or
			or more words read to	words or more read to	more read to them, or
			them.	them, or that they read	that they read
				independently.	independently.
Writi	ting	• Write, copy, or trace 4	<ul> <li>Identify a claim or what</li> </ul>	<ul> <li>Identify a claim or what</li> </ul>	• Identify a claim or what
		common words.	a text is about, identify	a text is about, identify	a text is about, identify a
			a person, fact, event,	a person, fact, event,	person, fact, beginning,
			detail, and word in 2	detail, and word in 2	ending, event, detail,
			sentences of 4 or more	sentences of 5 words or	and word in 3 or more
			words read to them;	more read to them; can	sentences of 5 words or
			trace or copy 4 words.	copy or write 5 words	more read to them; can
				from dictation.	write 5 words from
					dictation.

Language	• Identify common word of 4 letters, and meanings of 5 letter words, including when used in a sentence.	• 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.	• 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	• 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
		them.	· ' '	•

#### **SEVENTH GRADE ELA**

## Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

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

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Grade 7 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
<b>Content Area</b>	Domain	In grade level content			
		reduced in depth,	reduced in depth,	reduced in depth,	reduced in depth,
		breadth, and complexity,	breadth, and complexity,	breadth, and complexity,	breadth, and complexity,
		the student	student demonstrates	student demonstrates	student demonstrates
		demonstrates limited to	inconsistent or partial	proficient performance	superior proficient
		no performance when	performance when	when presented with	performance when
		presented with items	presented with items	items that ask them to:	presented with items that
		that ask them to:	that ask them to:		ask them to:
English	Reading Literature	Answer questions	Answer questions	Answer questions	Answer questions about
Language		about a literature text	about a text, identify a	about a text, identify a	a text, identify a
Arts		that is read to them.	character or narrator,	character or narrator,	character or narrator,
			setting, event, time,	setting, event, time,	setting, event, time,
			place, meanings of	place, meanings of	place, meanings of
			figurative, connotative,	figurative, connotative,	figurative, connotative,
			or rhyming words, and	or rhyming words, and	or rhyming words, and
			main idea in 2 or more	main idea in 3 or more	main idea in 4 or more
			sentences read to	sentences read to	sentences read to them,
			them.	them, or that they read	or that they read
				independently.	independently.

Reading Informational Text	Identify individuals, main ideas, or meanings of common words in an informational text read to them.	• 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.	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.	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	Write, copy, or trace 5 common words.	• 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.	• 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.	• 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.

Language	Identify common word	Identify a correctly	Identify a correctly	Identify a correctly
	of 5 letters, and	spelled word of 5	spelled word of 6	spelled word of 7 letters,
	meaning of 6 letter	letters, meanings of 6	letters, meanings of 7	meanings of 7 letter
	words, including when	letter words or words	letter words or words	words or words with an
	used in a sentence.	with an affix or root in	with an affix or root in	affix or root in context,
		context, meanings of	context, meanings of	meanings of figurative
		figurative language,	figurative language,	language, synonyms,
		synonyms, antonyms,	synonyms, antonyms,	antonyms, or analogies;
		or analogies; identify a	or analogies; identify a	identify a correct phrase
		correct phrase or	correct phrase or	or simple sentence with
		simple sentence with	simple sentence with	correct grammar in 4 or
		correct grammar in 2 or	correct grammar in 3 or	more sentences read to
		more sentences read to	more sentences read to	them.
		them.	them.	

#### **EIGHTH GRADE ELA**

## Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

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

Grade 8 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	Answer questions about a literature text that is read to them.	• 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.	• 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.	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.

Reading Informational Text	Identify individuals, main ideas, or meanings of common words in an informational text read to them.	• 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	• 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,	• 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
		more sentences read to them.	or that they read independently.	read independently.
Writing	Write, copy, or trace 6 common words.	• Answer questions about a text; identify a claim or what a text is about; identify a fact, event, detail, sequence, domainspecific word, or identify the correct word to use in editing when 3 or more sentences are read to them; trace or copy 6 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; can copy or write 7 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, domainspecific 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.

#### HIGH SCHOOL ELA

## Achievement Level Descriptors (ALDs)

## General and Content-Specific Policy ALDs

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

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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	Answer questions about a literature text that is read to them.	• 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.	• 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.	• 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> <li>Identify individuals, main ideas, or meanings of common words in an informational text read to them.</li> </ul>	<ul> <li>Answer questions about the text, identify an individual or author, meanings of figurative, connotative, or technical</li> </ul>	Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative,	<ul> <li>Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative,</li> </ul>

**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.

		words, an event, idea, information, a sentence, and main idea in 4 or	or technical words, an event, idea, information, a sentence, and main	or technical words, an event, idea, information, a sentence, and main
		more sentences read to them.	idea in 5 or more sentences read to them, or independently.	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, domainspecific 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.

Language	Identify common word	Identify a correctly	Identify a correctly	Identify a correctly
	of 7 letters, and	spelled word of 7 letters;	spelled word of 8 letters;	spelled word of 9 letters;
	meaning of 7 letter	identify the meanings of	identify the meanings of	identify the meanings of
	words, including when	7 letter words, or words	8 letter words, or words	9 letter words, or words
	used in a sentence.	with an affix or root in	with an affix or root in	with an affix or root in
		context; identify the	context; identify the	context; identify the
		meanings of figurative	meanings of figurative	meanings of figurative
		language, word	language, word	language, word
		meanings, or words with	meanings, or words with	meanings, or words with
		similar denotations in	similar denotations in	similar denotations in
		text of 4 or more	text of 5 or more	text of 2 or more
		sentences read to them;	sentences read to them;	paragraphs read to them;
		identify correct	identify correct	identify correct grammar
		grammar when used in a	grammar when used in a	when used in a sentence
		sentence read to them.	sentence read to them.	read to them.