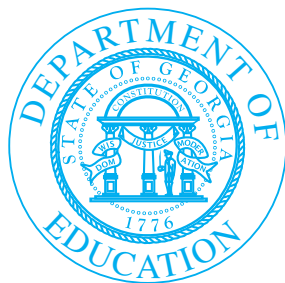




2013 CRCT
Score Interpretation Guide
Grades 3 through 8



Georgia Department of Education
Dr. John D. Barge, State School Superintendent

TABLE OF CONTENTS

Introduction.....	1
Overview of Key Terms and Test-Related Concepts	1
Key Terms	1
Test-Related Concepts.....	4
General Guidelines for Score Interpretation	6
CRCT Score Reports.....	10
Student Score Label	10
Individual Student Report	12
Performance Level 1 Roster.....	14
Class Roster (List of Individual Students).....	15
Class Roster (Summary)	16
Performance Summary Reports	18
Summary Reports of All Student Populations	20
CRCT Performance Level Descriptors	22
Grade 3.....	22
Grade 4.....	31
Grade 5.....	40
Grade 6.....	50
Grade 7.....	59
Grade 8.....	68

INTRODUCTION

This *Score Interpretation Guide* is written for Georgia teachers and administrators who receive score reports from the 2013 administration of the Criterion-Referenced Competency Tests (CRCT). This guide has four sections. The first section presents an overview of key terms and test-related concepts. The second section offers general guidelines for interpreting CRCT scores. The third section provides a snapshot and overview of each score report. The fourth section contains the CRCT Performance Level Descriptors for each grade and content area.

The CRCT program is designed to measure student acquisition and understanding of the knowledge, concepts, and skills set forth in the Common Core Georgia Performance Standards (CCGPS) for Reading, English/Language Arts, and Mathematics and the Georgia Performance Standards (GPS) for Science and Social Studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction of the state's curriculum (CCGPS/GPS), and to gauge the quality of education throughout Georgia.

OVERVIEW OF KEY TERMS AND TEST-RELATED CONCEPTS

Key Terms

Accommodations

Accommodations are changes in a test administration that modify how a student takes or responds to the assessment. The accommodations allowed on the CRCTs are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities. When used appropriately, they reduce or even eliminate the effects of a student's disability. They do not, however, reduce learning expectations.

There are two types of accommodations:

- ***Standard Accommodations*** provide access to the assessment without altering the construct measured by the assessment.
- ***Conditional Accommodations*** are more expansive accommodations that provide access for students with more severe disabilities who would not be able to access the assessment without such assistance. Conditional accommodations may only be provided to students who meet eligibility criteria.

The type of accommodation provided determines the administration type (see below). For more information on accommodations, see the *2012–2013 Student Assessment Handbook* and the *2008–09 Accommodations Manual* (both posted on the Georgia Department of Education’s website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>).

Administration Type

Administration type refers to the testing conditions under which a given student participates in an assessment. Under IDEA and NCLB, all students must participate in the state’s annual assessment of the CCGPS/GPS, its curriculum. Students with disabilities (including those with Section 504 plans) and English Learners (EL) often need accommodations to participate meaningfully in an assessment. **There are two types of administration:**

- ***Standard Administration*** refers to testing conditions in which the procedures and directions prescribed in the administration manual are followed **exactly**. This includes administrations where students are provided standard accommodations, such as testing in a small-group setting or using large-print materials.
- ***Conditional Administration*** (formerly referred to as *nonstandard administration*) refers to any testing conditions in which conditional accommodations are provided. Because conditional accommodations may begin to encroach on what the test measures, caution must be exercised when determining whether a student requires such accommodations to access the test. Test results for students who receive such accommodations must be interpreted in light of the conditional administration.

CRCTs

Georgia’s Criterion-Referenced Competency Tests (CRCTs) are administered in Reading, English/Language Arts, and Mathematics, Science, and Social Studies in grades 3 through 8. These tests measure how well students have acquired the skills and knowledge defined by the state curriculum Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS).

Due to budget constraints, grades 1 and 2 will not be administered during the 2012–2013 school year.

Domain

A domain is a group of related curricular standards within a content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and their classes as a whole.

GTID

The Georgia Testing Identifier (GTID) is a unique number assigned to each student in the state for the purpose of linking the student’s performances on various tests.

Lexile Score

A Lexile score, sometimes called a *Lexile measure*, is a standard score that matches a student's reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1700L. Lexile scores are used to match readers with texts of appropriate difficulty levels.

Mean

The mean is the arithmetic average of a set of scores. The mean is found by adding all the scores in a given distribution and dividing that sum by the total number of scores.

Percent Correct

The percent correct is the number of correct responses divided by the number of items in a content domain. This statistic is used to summarize a group's performance in a given content domain (whether at the class, school, system, or state level) and to provide educators with an indication of the group's relative strengths and weaknesses.

Performance Level

A performance level is a range of scores that defines a specific level of performance, as articulated in the Performance Level Descriptors. There are three performance levels for each CRCT: *Exceeds the Standard*, *Meets the Standard*, and *Does Not Meet the Standard*.

Performance Level Descriptor

A performance level descriptor is a verbal statement describing each performance level in terms of what the student has learned and can do. A condensed version is provided for parents in the Individual Student Report. More detailed versions of the Performance Level Descriptors for grades 3 through 8 are provided for Georgia educators on pages 22–68 of this document.

Scale Score

A scale score is a mathematical transformation of a raw score. Scale scores provide a uniform metric for interpreting and comparing scores within each grade and content area.

Standard Deviation

The standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.

Standard Error of Measurement

The standard error of measurement (SEM) is the amount an examinee's observed score (the score the examinee actually receives on the test) may vary from his or her "true" score, based on the reliability of the test.

Test-Related Concepts

Scale Scores and Performance Levels

The scale score reported for each content area is derived by converting the number of correct responses on the test (the raw score) to the CRCT scale. Since the scale scores are equivalent across test forms within the same content area and grade, students obtaining the same score have demonstrated the same level of performance with respect to the CCGPS/GPS.

Scores at 850 or above indicate a level of performance that *Exceeds the Standard* set for the test.

Scores from 800 to 849 indicate a level of performance that *Meets the Standard* set for the test.

Scores below 800 indicate a level of performance that *Does Not Meet the Standard* set for the test (i.e., the state's minimum level of proficiency). Students performing at this level may need additional instructional support.

Scores on CCGPS/GPS-based CRCT assessments are generally structured to range from 650 to 900 or above. Variations in test characteristics and student performance from one administration to the next may result in different upper limits for each grade and content area. However, scores above 900 generally indicate exceptional performance.

Scale Scores at the Test Level

The scale score values for meeting and exceeding standards (800 and 850, respectively) are the same for all content areas. However, the mean score, standard deviation, and standard error of measurement are unique to each content area and grade because scale scores are based on the standards set independently for each content area and grade. Standards can vary in difficulty across grades and content areas.

NOTE: For the reasons stated above, it is not appropriate to compare scale scores across grades and content areas. It is appropriate to compare scores from one administration to another for the same grade and content area as long as the tests are based on similar curricula. Because the CCGPS and GPS have a good correspondence, the CRCT will remain on the same reporting scales. Therefore, results for the same subject and grade are comparable across years. However, the CCGPS and GPS scores are not comparable to the Quality Core Curriculum (QCC) standards, that were phased out beginning with the 2005–2006 school year.

Number Correct and Percent Correct at the Domain Level

For each content domain, the number of correct answers is reported in the Individual Student Report. These scores should be used cautiously to determine a student's relative strengths and weaknesses within a content area.

For class and school reports, the mean number correct and percent correct are reported for each content domain. Because these numbers are based on ten or more students, they can be used for evaluating curricular and instructional strengths and weaknesses.

Standard Error of Measurement and Error Bands

Since no test measures performance with perfect reliability, it is important to take into account the standard error of measurement (SEM) when interpreting test scores. The SEM is calculated independently for each CRCT, and an error band (plus/minus one SEM unit) is reported together with the student's scale score. It is important to note that the SEM is a function of the number of items on which a particular score is based. The SEM is reported in the Individual Student Report as a range above and below the student's score on each test. For example, if a student receives a score of 861, the SEM range might be 842–882. The wider this range, the greater the potential variation between the student's observed score and his or her "true" performance level. The SEM is a way to measure this variation in performance. If a student were to take this test multiple times, all of his or her scores would likely fall within the SEM range.

Key Abbreviations and Terms Used in Reports

Educators should familiarize themselves with the following abbreviations before assisting others in interpreting individual student reports or school, system, and state summary reports:

- **DNA**—This designation indicates that a student **Did Not Attempt** a test according to the guidelines established for the CRCT program. For example, if a student is absent for a content area test, he or she would receive a DNA rather than a scale score for that test.
- **PTNA**—This designation indicates **Present Test Not Attempted**. A PTNA designation occurs if a student was present for the test administration but did not attempt enough items in one or more content areas, or if the PTNA bubble is marked on the student's answer document. For example, if a student is present for a test administration but refuses to take the test, he or she would receive a PTNA rather than a scale score for that test.
- **IV**—This designation indicates that there was an irregularity associated with a student's test administration and the student's score was **Invalidated**. For example, if a student cheats on a test, he or she would receive an IV rather than a scale score for that test. Scores associated with an invalidated administration are not included when computing statistics for the summary reports.

- **PIV**—This designation indicates that there was an irregularity in test administration that resulted in a **Participation Invalidation**. In a Participation Invalidation, the student’s score is invalidated **and** the student is not considered a participant for accountability purposes. For example, if a student receives an inappropriate accommodation on a test, the student would receive a PIV rather than a scale score for that test, and he or she would **not** be counted as a test participant.
- **CA**—This designation indicates that the student was provided conditional accommodations that resulted in a **Conditional Administration** of the test. A test score for a student provided such accommodation(s) must be interpreted in light of this conditional administration.

GENERAL GUIDELINES FOR SCORE INTERPRETATION

This section provides general guidelines for interpreting CRCT scores. Schools are advised to help parents understand the CRCT score reports, and teachers should help parents understand their child’s individual strengths and weaknesses in relation to the curriculum. School systems and individual schools should use the school, system, and state summary reports to understand the strengths and weaknesses of the system’s or school’s curriculum and instruction. In general, the CRCT is a measure of the state’s mandated curriculum, and score interpretation should focus on how well students have acquired the skills and knowledge defined in the Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS).

Interpreting Scale Scores—Total Test

Scale scores are comparable across all test forms and administrations for the same content area and grade. For example, a scale score of 820 from one administration of the grade 5 Mathematics CRCT indicates the same performance level as a score of 820 from any other grade 5 Mathematics CRCT administration.

The content and associated performance standards differ for each grade and content area. Therefore, scale scores are not comparable **across** content areas or grade levels.

Interpreting Number and Percent Correct—Domain Level

For each content domain, the number of correct answers is reported in the Individual Student Report. The number correct provides some indication of a student’s relative strengths and weaknesses within that content area. Caution should be taken in comparing student performance across domains, however, because the number and difficulty of items in different domains may vary.

For class and school reports, the mean number correct and percent correct are reported for each content domain. Because these numbers are based on ten or more students, they can be used for evaluating curricular and instructional strengths and weaknesses.

Students who take the Braille version of the CRCT are scored only on those items that are present on the Braille form of the test. Because some test items cannot be converted to Braille, the Braille version may have a different number of items in a given domain than other CRCT versions.

Interpreting Performance Data

The “cut scores”—the points on the scale distinguishing different performance levels—are the same across all forms and administrations. A scale score of 800 is the cut score for *Meets the Standard*, and a score of 850 is the cut score for *Exceeds the Standard*.

Interpreting Group Data

Summary reports are provided for classes, schools, systems, and the state as a whole. When interpreting group statistics such as percentages, means, and standard deviations, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the group statistics. For this reason, summary information is not provided for groups of fewer than ten students. It should also be noted that the sum of the percents of students falling into each performance level may not total exactly 100 percent due to rounding.

Results from students using the Braille version of the test are included in the school and system summary reports where *number correct* is reported. Because the total number of items in a grade or content area on the Braille version may differ from that on the printed version, caution should be taken when comparing the performance of students who took the Braille version with the performance of students who took the standard printed test.

Interpreting Lexile Scores

A Lexile is a standard score that matches a student’s reading ability with the difficulty of textual material. Students in grades 1 through 12 typically score in a range from Beginning Reader (BR) to 1700L. A Lexile can be interpreted as the level of text that a student can read with 75 percent comprehension. Experts have identified 75 percent comprehension as the level at which students can read with a certain amount of comfort and yet still be challenged. The Reading CRCT has been linked to the Lexile framework in an effort to provide teachers with an additional indicator of a student’s reading ability. **A student must take the Reading CRCT and receive a Reading scale score in order to have a Lexile measure.**

In advising parents, educators should point out that the Individual Student Report not only shows the student’s obtained Lexile measure, but also displays two ranges—a “Leisure” reading range and a “Challenging” reading range—with suggested sample titles for each. The Leisure range represents the easiest kind of reading material that is appropriate for the student (this range is found by subtracting 100L from the student’s Lexile measure). The Challenging range represents the most difficult level of material the student can read successfully (found by adding 50L to the student’s Lexile measure). Some students may receive “BR” as their Lexile measure, which denotes a Beginning Reader and indicates that the student can read the simplest of books.

A student's full Lexile range can be used in selecting reading material for the classroom and at home. Many textbooks, novels, magazines, newspapers, and other reading materials have been linked to the Lexile framework. The Lexile score is a useful tool for matching student readers with appropriate texts.

When advising parents about how to use their student's Lexile measure and range to select reading material, remember to stress the following points:

- The Lexile measure is a good starting point but should not be the only factor in identifying reading material.
- The Lexile measure is a measure of textual difficulty and does not take into account age appropriateness, student interest, or the quality of the text.
- Educators and parents should always preview books before encouraging students to read them.

It is generally not appropriate to calculate a mean Lexile score for a class, school, or system. The Lexile measure is intended to match an individual student's reading ability with texts of appropriate difficulty levels.

To find out more about using Lexiles in the classroom or at home, visit the Georgia Department of Education's Lexile Framework webpage at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>.

Interpreting Scale Scores from a Conditional Administration

Students with disabilities (including those with Section 504 plans) and English Learners are allowed accommodations on the CRCT that are consistent with the instructional and testing accommodations annotated in the student's IEP, IAP, or EL/TPC. Only accommodations approved by the Georgia Department of Education may be used. Certain accommodations are considered standard and do not affect score interpretation. However, other accommodations are nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and English Learners with very limited English proficiency to access the annual assessments. **A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided to the student during testing because conditional accommodations are more expansive than standard accommodations and may encroach on the knowledge and skills targeted by the assessment.**

An **accommodation** is an alteration in the administration of an assessment that allows students to participate. Appropriate accommodations should be clearly determined by a student's Individualized Education Program (IEP) team, a Section 504 Individual Accommodation Plan (IAP) Committee, or an English Learner/Testing Participation Committee (EL/TPC).

During a teacher-parent conference about the results from a conditional administration, the teacher should review the test results in light of the student's IEP, IAP, or EL/TPC and state the type(s) of accommodation provided during testing. Discussions should

focus on the fact that the student obtained his or her CRCT score with conditional accommodation(s), and that it is not clear how his or her performance would be affected if such conditional accommodation(s) were removed.

The discussion should also include what type(s) of instructional and testing accommodations will be allowed in the student's IEP, IAP, or EL/TPC *next year*. The goal should always be to allow the student to learn and demonstrate what he or she has learned with fewer accommodations over time. Accommodations should foster independence for students, not dependence.

NOTE: The Reading CRCT results in two scores: a CRCT scale score and a Lexile measure. If a student takes the Reading test with conditional accommodations, both scores need to be interpreted in light of this conditional administration.

CRCT SCORE REPORTS

In this section, snapshots and brief descriptions are provided for each of the CRCT score reports. These descriptions will familiarize you with the general layout of the reports, their intended purposes, and the key information contained in them.

Student Score Label

Simulated Label - self adhesive

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **APPLEBEE, CARMINE J** Class: **BREVARD**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **F** System: **NORTH DISTRICT**
 Grade: **3**

Lexile: BR

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	750	Does Not Meet
English/Language Arts CCGPS	864	Exceeds
Mathematics CCGPS	836	Meets
Science GPS	DNA	—
Social Studies GPS	795	Does Not Meet

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **HERT, ALEX** Class: **JONES**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **M** System: **NORTH DISTRICT**
 Grade: **4**

Lexile: 755L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	827	Meets
English/Language Arts CCGPS	815	Meets
Mathematics CCGPS	746	Does Not Meet
Science GPS	DNA	—
Social Studies GPS	795	Does Not Meet

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **JOHNSON, JENNY A** Class: **HOIT**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **F** System: **NORTH DISTRICT**
 Grade: **5**

Lexile: 650L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	800	Meets
English/Language Arts CCGPS	791	Does Not Meet
Mathematics CCGPS	874	Exceeds
Science GPS	870	Exceeds
Social Studies GPS	796	Does Not Meet

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **KOFFMAN, AMANDA C** Class: **SMITH**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **F** System: **NORTH DISTRICT**
 Grade: **7**

Lexile: 365L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	748	Does Not Meet
English/Language Arts CCGPS	725	Does Not Meet
Mathematics CCGPS	751	Does Not Meet
Science GPS	752	Does Not Meet
Social Studies GPS	724	Does Not Meet

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **ROSS, MARK** Class: **TIBBS**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **M** System: **NORTH DISTRICT**
 Grade: **8**

Lexile: 1040L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	824-CA	Meets
English/Language Arts CCGPS	815-CA	Meets
Mathematics CCGPS	745-CA	Does Not Meet
Science GPS	858-CA	Exceeds
Social Studies GPS	790-CA	Does Not Meet

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **BECK, JAMI W** Class: **BREVARD**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **F** System: **NORTH DISTRICT**
 Grade: **3**

Lexile: N/A

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	PTNA	—
English/Language Arts CCGPS	879	Exceeds
Mathematics CCGPS	881	Exceeds
Science GPS	DNA	—
Social Studies GPS	795	Does Not Meet

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **HERT, OLIVIA** Class: **JONES**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **F** System: **NORTH DISTRICT**
 Grade: **4**

Lexile: 755L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	827	Meets
English/Language Arts CCGPS	815	Meets
Mathematics CCGPS	PTNA	—
Science GPS	DNA	—
Social Studies GPS	795	Does Not Meet

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **JONES, SAMANTHA B** Class: **HOIT**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **M** System: **NORTH DISTRICT**
 Grade: **5**

Lexile: 1085L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	862	Exceeds
English/Language Arts CCGPS	859	Exceeds
Mathematics CCGPS	831	Meets
Science GPS	IV	—
Social Studies GPS	853	Exceeds

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **MASON, CHRISTI M** Class: **SMITH**
 GTID: **1234567890** School: **NORTH SCHOOL**
 Gender: **M** System: **NORTH DISTRICT**
 Grade: **7**

Lexile: 1210L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	885	Exceeds
English/Language Arts CCGPS	906	Exceeds
Mathematics CCGPS	853	Exceeds
Science GPS	860	Exceeds
Social Studies GPS	850	Exceeds

Criterion-Referenced Competency Tests (CRCT) • Spring 2013

Name: **THOMPSON, ROY S** Class: **TIBBS**
 GTID: **3570198633** School: **NORTH SCHOOL**
 Gender: **M** System: **NORTH DISTRICT**
 Grade: **8**

Lexile: 1170L

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading CCGPS	837	Meets
English/Language Arts CCGPS	842	Meets
Mathematics CCGPS	PIV	—
Science GPS	858	Exceeds
Social Studies GPS	865	Exceeds

The Student Score Label is designed so that each student's test results can be placed in the student's permanent record. A label is provided for every student in grades 3 through 8 who participated in the Spring 2013 CRCT administration. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student's cumulative school record. The label presents a snapshot of the student's results on the CRCT. It lists the student's Lexile measure and the scale scores for each content area. It also indicates whether the student *Does Not Meet the Standard*, *Meets the Standard*, or *Exceeds the Standard* set for each content area. If the student did not attempt (DNA) or did not complete one or more content areas (PTNA), or if the student's test results were invalidated for any reason (IV or PIV), the appropriate code will be reported in place of a scale score.

The illustration on the previous page shows the various scores and codes that might appear on the Student Score Labels.

- The sample label for Carmine J. Applebee shows a Lexile measure of BR for Beginning Reader.
- The sample label for Jami W. Beck shows PTNA where normally a Reading scale score would appear, indicating that Jami was present but did not attempt (or answered fewer than ten items on) this content area test. Because a student must take the CRCT in Reading to obtain a Lexile measure, Jami's Lexile is reported as N/A.
- The sample label for Alex Hert shows DNA where normally a Science scale score would appear, indicating that Alex was absent for this content area test.
- The sample label for Olivia Hert shows PTNA where normally a Mathematics scale score would appear, indicating that she was present but did not attempt (or answered fewer than ten items on) this content area test.
- The sample label for Jenny A. Johnson shows scale scores for all five content areas and a Lexile measure of 650L. Jenny's performance level on the English/Language Arts and Social Studies tests "Does Not Meet" the standards set for fifth grade students.
- The sample label for Samantha B. Jones shows IV where normally a Science scale score would appear, indicating that her score on this test was invalidated.
- The sample label for Amanda C. Koffman shows that Amanda's performance level on the Reading, English/Language Arts, Mathematics, Science, and Social Studies tests "Does Not Meet" the standards set for seventh grade students.
- The sample label for Christi M. Mason shows that Christi's performance level on the Reading, English/Language Arts, Mathematics, Science, and Social Studies tests "Exceeds" the standards set for seventh grade students.
- The sample label for Mark Ross shows five scale scores with a "-CA" (Conditional Administration) designation, indicating that he received conditional accommodations on all five content area tests.
- The sample label for Roy S. Thompson shows PIV where normally a Mathematics scale score would appear, indicating that he received an inappropriate accommodation on this test and will not be counted as a test participant.

Individual Student Report



Student **TEMPLE J. LANGLEY**
 Birth date **MM/DD/YYYY**
 Gender **FEMALE**
 GTID **0123456789**

Grade **3**
 Class **ANYCLASS**
 School **North School**
 System **North System**

Individual Student Report

Spring 2013

Simulated Data

Reading CCGPS



This student's score is **863**, which is in performance level 3 and **exceeds the standard** for Reading.

A scale score of 863 indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Reading score could be within the standard error of measurement range of 850–876.

*Conditional administration – see Note on last page of report

Lexile® Information

The Lexile Framework® for Reading is an educational tool that links text and readers using a common metric known as the Lexile. A Lexile is a standard score that matches a student's reading ability with difficulty of text material. Students in grades 1-12 typically score in a range from Beginning Reader (BR) to 1700L.

Where can I find books within this student's Lexile range?

Libraries have many books that have been tagged with a Lexile score. Ask your public librarian or your school media specialist. In addition, the Lexile Find a Book database contains tens of thousands of titles. At www.lexile.com you can search by book title, author, keyword, or Lexile range.

Lexile measures are a measure of text difficulty. They do not address age-appropriateness, student interest, or the quality of the text. The Lexile measure is a good starting point in your book-selection process, with these other factors then being considered. Educators and/or parents should always preview books. The suggested titles are not necessarily endorsed or recommended by the Georgia Department of Education or your student's school system.

Copyright © 2013 by Georgia Department of Education. All rights reserved. Lexile and Lexile Framework are registered trademarks of MetaMetrics, Inc.

Reading Domains

Reading Domains	Number Correct	Number Possible
Literary Comprehension	19	21
Reading for Information	10	11
Reading Skills and Vocabulary Acquisition	6	8

Performance Level 3 for Reading

The student's overall performance in reading third-grade materials **exceeds the expectation** for this grade. Students who exceed the expectation have a clear understanding of what they read. They successfully determine the meanings of new words by analyzing word parts and how the words are used in the passage. Students at this level understand meaning beyond what is stated in writing and frequently draw conclusions about the text beyond a basic understanding. They can summarize detailed text, making important connections between ideas within a passage. Students who exceed the expectation show thorough understanding of what they read.

Lexile® Information

This Student's Lexile Measure: **890L**

For leisure reading, this student will find most books in this range easy to understand.

Suggested titles that fall within this range include:

Title	Author	Lexile
Shoeless Joe & Black Betsy	Bildner, Phil	790L
The Outcasts of 19 Schuyler Place	Konigsburg, E. L.	840L
New Dinosaurs: Skeletons in the Sand	Pascoe, Elaine	880L

Books in this range provide a motivating challenge.

Suggested titles that fall within this range include:

Title	Author	Lexile
The Tarantula Scientist	Montgomery, Sy	890L
Old Yeller	Gipson, Frederick	910L
Eat Your Words	Jones, Charlotte Foltz	930L

Please visit www.gadoe.org/lexile.aspx for additional information on Lexiles.

Page 1
12/21/12

Two copies of the Individual Student Report are provided. Classroom teachers can use this report to evaluate a student's performance in each content area, and they can review these results with parents during a parent-teacher conference.

For students in grades 3 through 8, this report consists of two double-sided pages, where the first page provides information on the student's performance in Reading, English/Language Arts, and Mathematics, and the second page shows the student's performance results in Science and Social Studies.

Regardless of grade or content area, the information reported is very similar on all pages of the Individual Student Report. On the left side of the page, results for a given content area are shown. The student's scale score appears at the top of a vertical bar, which graphically illustrates the performance level the student has achieved in that content area. Marks to the right of the bar indicate the scale score needed to reach Level 2 (*Meets the Standard*) and Level 3 (*Exceeds the Standard*). Below this graph are explanations of the student's scale score and performance level, as well as the standard error of measurement range for this test. If an asterisk appears beside a scale score (e.g., 861*), this indicates that the student received a conditional accommodation during testing, and the score should be interpreted in light of that conditional accommodation.

On the right side of the page, the student's performance in specific content area domains is displayed, showing the number of items the student answered correctly ("Number Correct") and the number of items in each domain ("Number Possible"). This is accompanied by a parent-friendly description of the performance level achieved by the student in that content area.

In the Reading section of the Individual Student Report, the student's Lexile measure is also reported, along with a suggested reading list of titles appropriate to the student's Lexile range. Remember, a student receives a Lexile measure only if he or she has taken the Reading CRCT and receives a valid CRCT scale score.

Performance Level 1 Roster

Grade 5
 Class JONES
 School NORTH SCHOOL
 System NORTH SYSTEM

Performance Level 1 Roster

(Does Not Meet Standard)

Spring 2013

Simulated Data

Student Name	GTID Number	Reading CCGPS Scale Score	Math CCGPS Scale Score
ABERNATHY, JOHN M	0123456789	DNA	DNA
DILLON, MATHEW L	0123456789	788	794
HAYES, TRACEY	0123456789	+	779
LOPEZ, LUPI Z	0123456789	IV	IV
MARTIN, TIFANIE	0123456789	PTNA	PTNA
OWENS, SPENCER D	0123456789	778	+
PARADISE, NEAL P	0123456789	+	PIV
WILLIAMS, KEN G	9090909090	PTNA	PTNA

The Performance Level 1 Roster report lists only those students who received a *Does Not Meet Standard* score for Reading in grade 3 and for Reading or Mathematics in grades 5 and 8. If a student in grade 5 or 8 receives a *Does Not Meet Standard* score in one content area but not in another, a “+” appears in the column for the content area in which the student has met or exceeded the standard. If a student did not attempt one or both content area tests (DNA or PTNA) or his or her score was invalidated (IV or PIV), these results are also listed.

This report shows teachers and school administrators that those students who are not meeting grade-level standards may need remediation and are eligible for the 2013 CRCT Retest. **It is important to note, however, that if no answer document was submitted for a student, he or she will not be listed on this report.**

Class Roster (List of Individual Students)



Grade 3
 Class ANYCLASS
 School NORTH SCHOOL
 System NORTH SYSTEM

Class Roster
 Spring 2013

Simulated Data

Student Name GTID Number	Date of Birth	Reading CCGPS					English/Language Arts CCGPS				Mathematics CCGPS				
		# Possible: 21 11 8					# Possible: 30 20				# Possible: 30 18 6 6				
		Number Correct by Domain					Number Correct by Domain				Number Correct by Domain				
Scale Score/ Performance Level	Lexile Score	Literary Comprehension	Reading for Information	Reading Skills and Vocabulary Acquisition	Scale Score/ Performance Level	Grammar and Sentence Construction	Research and Writing Process	Scale Score/ Performance Level	Number and Operations	Measurement and Data Analysis	Geometry	Algebra			
AMBER, DONNA R 0123456789	MM/DD/YY	791 1	340L	8	4	3	771 1	9	4	721 1	5	2	2	1	
APPLE, NANCY A 0123456789	MM/DD/YY	797 1	385L	11	5	1	787 1	12	7	821 2	23	7	6	5	
BROWN, CAROL H 0123456789	MM/DD/YY	828 2	625L	16	5	6	832 2	21	16	765 1	10	5	4	3	
DALLIS, DON T 0123456789	MM/DD/YY	835 2	675L	17	7	5	794 1	15	7	868 3	25	16	6	5	
HOWARD, TOM 0123456789	MM/DD/YY	773 1	200L	5	3	2	870 3	27	19	IV					
KEEPER, MARK M 0123456789	MM/DD/YY	890 3	890L	20	10	8	890 3	30	18	803 2	19	6	6	4	
LANGLEY, TEMPLE J 0123456789	MM/DD/YY	863 3	890L	19	10	6	754 1	5	3	756 1	9	4	4	2	
MILLER, RICHARD W 0123456789	MM/DD/YY	750 1	25L	2	2	1	789 1	15	5	756 1	9	4	3	3	
OTTEM, PAULA 0123456789	MM/DD/YY	650 1	BR	0	0	0	PIV			670 1	2	0	1	0	
PETTERSON, SHERRY A 0123456789	MM/DD/YY	DNA					PTNA			DNA					
WILLIAMS, KEN G 0123456789	MM/DD/YY	920 3	890L	21	11	8	838 2	26	13	DNA					

The Class Roster report is produced for the classroom teacher. It alphabetically lists all students within a class. For grades 3 through 8, the report shows the results for Reading, English/Language Arts, and Mathematics on one page, and the results for the same students in Science and Social Studies on a separate page.

To the right of each student’s name, GTID number, and date of birth are the scale scores he or she received in each content area, along with the respective performance level achieved. Performance levels are indicated in this report with a number, where 1 = *Does Not Meet the Standard*, 2 = *Meets the Standard*, and 3 = *Exceeds the Standard*. An asterisk after a scale score indicates a conditional administration.

The student’s Lexile score is shown next to the Reading scale score, and the number of items the student answered correctly for each content area domain is also reported (“Number Correct by Domain”). The number of possible correct answers for each domain is seen at the top of these columns (“# Possible”).

Teachers may receive up to three separate Class Roster reports. The first Class Roster will include all students who completed the CRCT during the system-specified testing window and who used a standard answer document. A second Class Roster will include only those students who took the Braille version. A third Class Roster will list any students who took a makeup version of the CRCT outside the system’s normal nine-day testing window.

Class Roster (Summary)

Grade 3
 Class ANYCLASS
 School NORTH SCHOOL
 System NORTH SYSTEM

Class Roster
 Spring 2013

Simulated Data

Summary Information	Reading CCGPS					English/Language Arts CCGPS			Mathematics CCGPS				
	Summary of Content Domains					Summary of Content Domains			Summary of Content Domains				
	TOTAL	Literary Comprehension	Reading for Information	Reading Skills and Vocabulary Acquisition		TOTAL	Grammar and Sentence Construction	Research and Writing Process	TOTAL	Number and Operations	Measurement and Data Analysis	Geometry	Algebra
Number of Students	20	20	20	20		8	8	8	21	21	21	21	21
PTNA Number of Students	1	1	1	1		0	0	0	0	0	0	0	0
Class Mean Scale Score	835					--			825				
Standard Deviation for Mean Scale Score	32					--			24				
Number of Items	40	21	11	8		50	30	20	60	30	18	6	6
Class Mean Number Correct	29.3	17.4	5.8	6.2		--	--	--	42.4	24.4	9.1	4.8	4.1
Standard Deviation for Number Correct	18	2.2	1.2	0.8		--	--	--	22	1.1	2.3	0.9	1.3
Percent at Level 1	17					--			17				
Percent at Level 2	67					--			67				
Percent at Level 3	16					--			16				
Percent Meets or Exceeds (Levels 2-3)	83					--			83				

At the end of the Class Roster report, summary data are reported for the whole class. This summary shows the number of students who took each content area test, as well as the number of students who were present but did not attempt the respective tests (“PTNA Number of Students”). The summary provides the class mean scale score and its corresponding standard deviation. The report also notes the number of items in each test and in each content domain, as well as the class mean number correct and the corresponding standard deviation. Because this domain-level information is provided only when there are ten or more students, it can be used for evaluating curricular and instructional strengths and weaknesses.

The standard deviation is a measurement of the spread of scores around the class mean. To determine the range within which two-thirds of the students in the class have scored, teachers should add the standard deviation to the class mean for the upper limit and subtract the standard deviation from the mean for the lower limit. For example, if the class mean scale score is 835 and the standard deviation is 32 (as shown above), approximately two-thirds of the students in the class will have scored between 803 (835 minus 32) and 867 (835 plus 32).

This report also summarizes the performance level achievement of the class, indicating the percentage of students who performed at Performance Level 1, Level 2, and Level 3, as well as the percentage of students who have met or exceeded the standard set for each test (Level 2 plus Level 3). Note that, due to rounding, the percentages may not always add up to 100.

As with the Class Roster report, teachers will receive a separate summary page for students who take the Braille version of the CRCT. No summary page is provided for students who took a makeup version of the CRCT outside the system's normal nine-day testing window.

*Performance Summary Reports
(Provided for Class, School, System, and State)*

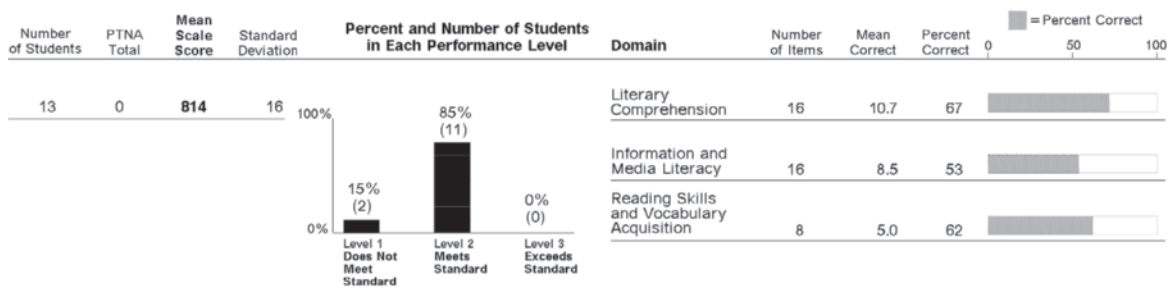


Grade **5**
 Class **ANYCLASS**
 School **ANYSCHOOL**
 System **ANYSYSTEM**

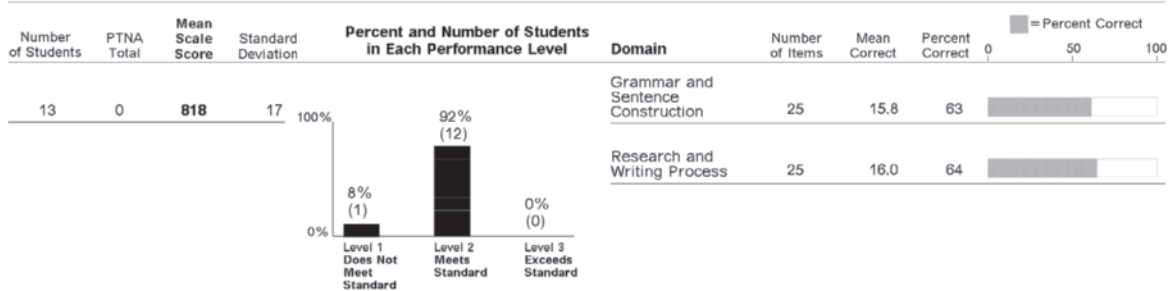
Class Performance Summary Report
Spring 2013

Simulated Data

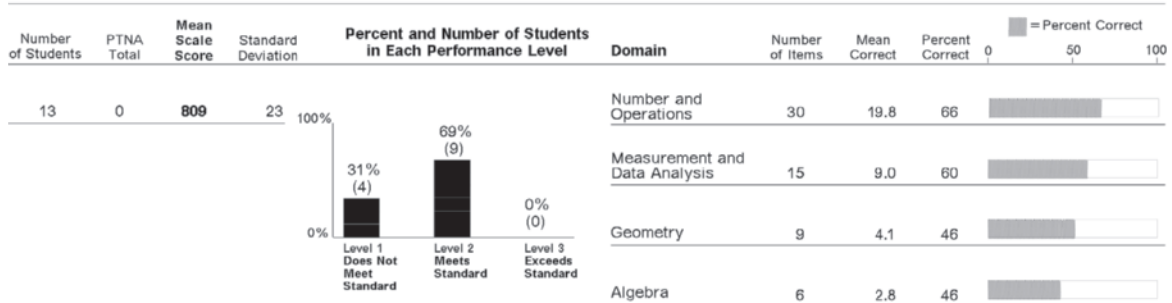
Reading CCGPS



English/Language Arts CCGPS



Mathematics CCGPS





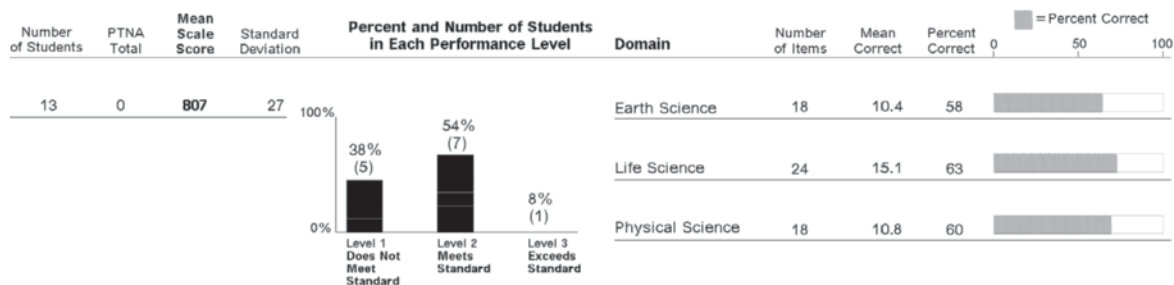
Grade **5**
 Class **ANYCLASS**
 School **ANYSCHOOL**
 System **ANYSYSTEM**

Class Performance Summary Report

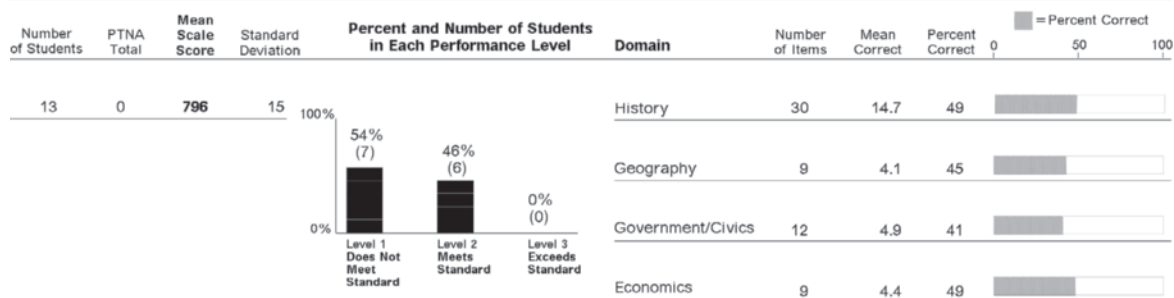
Spring 2013

Simulated Data

Science GPS



Social Studies GPS



A Performance Summary Report is produced for each class, school, and system. A state-level report is also generated. These reports compile data from all students who took the CRCTs (including those who took the Braille and makeup versions) and summarize group performance in each content area.

For groups of ten or more students, the following information is provided: the mean scale score, the standard deviation, and the number and percentage of students at each performance level. For each domain, the number of items possible, the mean number of items answered correctly, and the percentage of items answered correctly are reported. The percentage of items answered correctly is also displayed in a horizontal bar graph.

Because the number of test items in each domain varies greatly—some domains may have a large number of items and some may have very few—**caution should be exercised when interpreting domain performance, particularly across years.**

Summary Reports of All Student Populations (Provided for School, System, and State)



Grade 4

State Summary Report of All Student Populations Reading CCGPS – Spring 2013

Simulated Data

	Number of Students			Mean Scale Score	Percent in Each Performance Level		
	All Administrations	Conditional Administrations	Standard Administrations		Does Not Meet (799 and Below)	Meets (800-849)	Exceeds (850 and Above)
52 PTNA students excluded 22 EL students deferred							
1 All Students	125,642	8,003	117,639	834	15	53	32
2 All Regular Program Students	110,359	2,530	107,829	838	13	53	34
Section 504	301	55	246	827	21	53	25
English Learner	4,761	1,951	2,810	806	41	53	6
English Learner - Monitored	2,789	232	2,557	827	12	69	19
Migrant	384	106	278	814	27	64	8
All Others	103,113	652	102,461	838	12	53	36
3 All Special Education Students	15,283	5,473	9,810	817	31	51	17
Visual Impairments	49	12	37	830	12	59	29
Deaf/Hard of Hearing	135	70	65	803	47	41	12
Deaf and Blind	14	4	10	823	21	64	14
Specific Learning Disabilities	3,753	2,361	1,392	811	35	55	10
Mild Intellectual Disabilities	791	552	239	783	77	22	1
Traumatic Brain Injury	15	6	9	789	67	33	0
M/S/P Intellectual Disabilities	24	16	8	783	75	17	8
Autism	491	227	264	809	42	45	13
Orthopedic Impairments	85	28	57	814	33	55	12
Speech-Language Impairments	6,628	494	6,134	827	20	53	27
Emotional and Behavioral Disabilities	1,324	635	689	806	39	52	9
Other Health Impairments	1,950	1,073	877	811	36	54	10
Significant Developmental Delay	51	14	37	806	41	55	4
4 Gender	125,479	7,985	117,494	834	15	53	32
Female	61,203	2,792	58,411	838	12	52	36
Male	64,276	5,193	59,083	830	18	54	29
5 Ethnic Group	125,476	7,989	117,487	834	15	53	32
Asian/Pacific Islander	3,639	174	3,465	850	7	45	48
Black/Non-Hispanic	47,126	2,472	44,654	820	22	60	18
Hispanic	13,099	2,274	10,825	820	22	62	16
American Indian/Alaskan Native	177	9	168	842	7	56	37
White/Non-Hispanic	57,359	2,880	54,479	842	8	46	46
Multiracial	4,076	180	3,896	838	11	54	35
6 All Accommodated	13,949	7,989	5,960	809	39	53	8
Section 504	190	55	135	820	27	57	16
English Learner	3,305	1,950	1,355	803	42	54	4
English Learner - Monitored	473	231	242	820	22	67	11
Special Education	8,968	5,462	3,506	806	42	50	8

A Summary Report of All Student Populations is produced for each school and system. A state-level report is also generated. These reports provide disaggregated performance information for all students who took the CRCT (including those who took the Braille and makeup versions).

For each student group listed in the left column, the following information is provided: total number of students tested, number of students tested in conditional administrations, number of students tested in standard administrations, the mean scale score, and the percentage of students at each performance level. The mean scale score and the percentage of students in each performance level reflect the results of all students tested, regardless of administration type. No mean score or percentages are reported if the number of students in a particular group is less than ten.

The number of students who were present but did not take the test (“PTNA students excluded”) is shown at the top of the left column. Listed directly below the PTNA number is the number of English Learner (EL) students who were deferred (eligible if first year in U. S.) for all content areas except Mathematics and Science.

CRCT PERFORMANCE LEVEL DESCRIPTORS

GRADE 3

Grade 3, Reading	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in reading a variety of literary and informational materials does not meet the standard set for students in the third grade.</p> <p>Students performing at this level have difficulty demonstrating understanding of grade-level texts or making logical inferences from text. Students are just beginning to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They may not be able to understand grade-level vocabulary, or isolate root words from affixes and then define them. At this performance level, students may be able to make obvious connections between two texts on the same topic. They have difficulty inferring, drawing conclusions, and making judgments about grade-level literary and informational texts, or demonstrating understanding of a narrator's perspective. Their interpretation of text-related illustrations and graphics is limited.</p>
Meets	<p>The student's overall performance in reading a variety of literary and informational materials meets the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate an adequate understanding of grade-level text and make some logical inferences from text. Students are able, in most cases, to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They understand new vocabulary and determine grade-appropriate affixes and their meanings. They gain meaning from the text elements, distinguishing between literal and non-literal language. They are able to link main idea and supporting details in a grade-level text. Students at this performance level should be able to provide a simple summary of key details and ideas when reading a grade-appropriate text. Their facility with literary texts may exceed their competence with informational text at this performance level. They use text-related illustrations and graphics to enhance their understanding. In grade-level appropriate text, they make connections between two texts. They are able to draw conclusions and make connections within and across grade-level literary and informational texts.</p>

Grade 3, Reading Performance Level Descriptors	
Exceeds	<p>The student's overall performance in reading a variety of literary and informational materials exceeds the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate exceptional comprehension of grade-level texts and make logical inferences from text. Students are consistently able to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They understand suffixes and acquire new vocabulary in reading. They make detailed inferences, draw significant conclusions, and make sound judgments about grade-level literary and informational texts. Regularly, they are able to make important connections among ideas within a text and between two texts. They recognize the author's purpose and can delineate the various elements of literary and informational texts. They use text-related illustrations and graphics to enhance their understanding. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills.</p>

Grade 3, English/Language Arts	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for students in third grade.</p> <p>Students performing at this level are still developing an understanding of the conventions of standard English grammar and usage, plus the writing and research process. They are beginning to understand how to use simple and compound sentences but need additional practice to better understand more complex sentence structures. They are able to use basic linking words and phrases but need extra support using organizational patterns to develop their ideas. They show an incomplete understanding of how to consult resources such as dictionaries. Students performing at this level recognize some grade-appropriate spelling patterns and can spell some grade-appropriate words correctly. Students are able to determine some basic parts of speech but need additional practice with plural and possessive forms of nouns, as well as comparative/superlative adjectives. They are beginning to understand and apply capitalization rules to titles. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in third grade.</p> <p>Students performing at this level demonstrate a good understanding of the conventions of standard English grammar and usage, plus the writing and research process. They understand how to use simple, compound, and some complex sentences. They recognize correct subject-verb agreement in sentences. They use linking words and phrases to connect and order ideas and can create and use basic organizational structures to develop and support their writing. They have an appropriate understanding of basic resources such as dictionaries. Students performing at this level recognize grade-appropriate spelling patterns and spell most grade-appropriate words correctly. They identify and understand the function of basic parts of speech such as nouns, verbs, adjectives, and pronouns. They use commas to punctuate dialogue and addresses correctly. They understand and apply capitalization rules to titles. Students at this level are developing an understanding of how language functions in different contexts. They show an appropriate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 3, English/Language Arts Performance Level Descriptors	
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in third grade.</p> <p>Students performing at this level demonstrate a thorough understanding of the conventions of standard English grammar and usage, plus the writing and research process. They understand and can effectively use simple, compound, and complex sentences, recognizing and maintaining correct subject-verb agreement. They effectively use transition words and phrases and basic organizational patterns to develop topics and support ideas. They understand how authors use dialogue to develop characters in narrative writing. They demonstrate a thorough understanding of basic resources such as dictionaries. Students performing at this level recognize grade-appropriate spelling patterns and consistently spell grade-appropriate words correctly. They thoroughly understand the correct usage of basic parts of speech such as nouns, verbs, adjectives, and pronouns. They consistently apply comma rules to punctuate dialogue and addresses correctly. They consistently and correctly apply capitalization rules in titles. Students at this level demonstrate a solid understanding of how language functions in different contexts. They show a thorough understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 3, Mathematics	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show minimal evidence of being able to use place value understanding and properties of operations to perform multi-digit arithmetic. They show limited ability to represent and solve problems involving multiplication and division. They show minimal evidence of understanding properties of multiplication and the relationship between multiplication and division. They demonstrate difficulty multiplying and dividing within 100. They show limited ability to solve problems involving the four operations, and to identify and explain patterns in arithmetic. They have a limited understanding of fractions as numbers. They have difficulty solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They have limited ability representing and interpreting data. They show minimal evidence of understanding the concepts of area and relating area to multiplication and to addition. They have difficulty recognizing perimeter as an attribute of plane figures and distinguishing between linear and area measures. They show minimal evidence of being able to reason with shapes and their attributes.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the four content domains. They show adequate evidence of being able to use place value understanding and properties of operations to perform multi-digit arithmetic. They show basic ability to represent and solve problems involving multiplication and division. They show adequate evidence of understanding properties of multiplication and the relationship between multiplication and division. They can multiply and divide within 100. They are able to solve problems involving the four operations, and to identify and explain patterns in arithmetic. They have a basic understanding of fractions as numbers. They can solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They are able to represent and interpret most data. They show a basic understanding of the concepts of area and of relating area to multiplication and to addition. They recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. They show adequate evidence of being able to reason with shapes and their attributes.</p>

Grade 3, Mathematics Performance Level Descriptors	
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate evidence of conceptual knowledge of the four content domains. They show advanced evidence of being able to use place value understanding and properties of operations to perform multi-digit arithmetic. They are proficient in representing and solving problems involving multiplication and division. They understand properties of multiplication and the relationship between multiplication and division. They are proficient at multiplying and dividing within 100. They show mastery at solving problems involving the four operations and at identifying and explaining patterns in arithmetic. They have developed an understanding of fractions as numbers. They are proficient at solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They represent and interpret data. They show an advanced understanding of the concepts of area and of relating area to multiplication and to addition. They are proficient at recognizing perimeter as an attribute of plane figures and at distinguishing between linear and area measures. They show mastery at being able to reason with shapes and their attributes.</p>

Grade 3, Science	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in science does not meet the standard set for third grade students.</p> <p>Students performing at this level have a limited understanding of rock/soil characteristics. They lack the ability to predict the results of physical forces over time on soil, or to compare similarities and differences in soil. They understand that fossils are evidence of organisms from long ago, but they lack the depth of knowledge to explain how fossils are made or why the fossil record is incomplete. They possess a rudimentary knowledge of how heat is produced and/or categorized, but they are unable to predict how insulation will affect heating and cooling or how different materials absorb/transfer heat at different rates. They can identify common objects that are attracted to magnets, but they lack an adequate understanding of magnetism. They have a limited understanding of the interrelationships among plants, animals, and the environment, and how changing one aspect of the environment may impact the rest. Their understanding of science inquiry skills is emerging. They have minimal understanding of scientific habits of mind and how scientific knowledge is acquired and accepted. Their understanding of systems, models, change, and scale is minimally developed. They communicate only the most explicit details of scientific ideas and activities, and their questioning of claims and arguments is rudimentary. They can use only minimal computation and estimation skills necessary to analyze scientific data. They show minimal understanding of laboratory safety rules and identify and use only the most basic tools and units of scientific measurement.</p>
Meets	<p>The student's overall performance in science meets the standard set for third grade students.</p> <p>Students performing at this level are able to investigate the physical attributes of rocks and soils using various techniques, such as observation, measurement, and hardness tests. They understand how wind and water can change rocks and soil over time. They can describe how fossils are formed, and they investigate fossils as evidence of organisms that lived long ago using models and other information resources. They understand and categorize both how heat is produced and the effects of insulation on heating and cooling. They have an adequate understanding of how a change in temperature indicates a change in heat. Students performing at this level investigate how magnets attract and repel, as well as how magnets affect common objects. Students meeting this standard identify the habitats of different organisms in Georgia and understand the dependence of these organisms on their habitat for food and survival. They are able to identify which features allow plants and animals to survive in their habitat. They are able to describe the effects of pollution on habitats and identify ways to protect the environment. They understand and apply science inquiry skills. They understand scientific habits of mind and how scientific knowledge is acquired and accepted. They can explain the concepts of systems, models, change, and scale. Their communication of scientific ideas and activities is adequate, and they develop legitimate questions about claims and arguments. They use computation and estimation skills necessary to analyze scientific data. They follow laboratory safety rules, and they identify and use correct tools and units of scientific measurement.</p>

Grade 3, Science	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in science exceeds the standard set for third grade students.</p> <p>Students performing at this level recognize physical attributes of rocks and minerals using various methods, and compare the similarities and differences between different soil types. They can predict the effects of wind and water on soils and rocks. They can describe how fossils are formed, and they analyze various types of evidence to demonstrate that fossils are remnants of organisms that lived long ago. They can explain why the actual populations of certain organisms are not necessarily represented in the fossil record. They have a thorough understanding of how heat is produced and categorized. They can successfully explain the effects of insulation on heating and cooling, as well as the factors that affect heat transfer between various materials. They can analyze scientific data for trends. Students performing at this level have a thorough understanding of a variety of habitats in Georgia and the organisms that live in each. They can predict the effects of changes to the habitat or food webs on an organism. They can thoroughly explain the effects of pollution on habitats and identify various ways to protect the environment, including conservation and recycling. They apply science inquiry skills in a variety of settings. They can describe scientific habits of mind and how scientific knowledge is acquired, revised, and accepted in various scientific fields. They apply concepts of systems, models, change, and scale to various contexts. Their communication of complex scientific ideas and activities is clear, and they question claims and arguments effectively. They use various computation and estimation strategies to analyze scientific data. They apply their understanding of laboratory safety rules, tools, and units of scientific measurement in a variety of situations.</p>

Grade 3, Social Studies	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in social studies does not meet the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate limited factual understanding of the historic, geographic, civic, and economic foundations of the United States. They are often unable to explain the political roots of democracy in the United States or describe the lives and contributions of Americans who expanded people's rights and freedoms. They demonstrate limited factual knowledge about major topographical features, and they are often unable to describe the cultural and geographic systems associated with historical figures. They demonstrate limited factual understanding of the basic principles that provide the foundation of a republican form of government, and they are often unable to describe how historical figures demonstrate positive character traits. Students are often unable to describe the four types of productive resources or explain the types of goods and services that governments provide by collecting taxes. They demonstrate limited understanding of the costs and benefits of personal spending and saving choices.</p>
Meets	<p>The student's overall performance in social studies meets the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate a factual understanding of the historic, geographic, civic, and economic foundations of the United States. They are able to explain the political roots of democracy in the United States and to describe the lives and contributions of Americans who expanded people's rights and freedoms. They demonstrate factual knowledge about major topographical features, and they are able to describe the cultural and geographic systems associated with historical figures. They demonstrate a factual understanding of the basic principles that provide the foundation of a republican form of government, and they are able to describe how historical figures demonstrate positive character traits. Students are able to describe the four types of productive resources and to explain the types of goods and services that governments provide by collecting taxes. They demonstrate an understanding of the costs and benefits of personal spending and saving choices.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the standard set for students in the third grade.</p> <p>Students performing at this level demonstrate an in-depth understanding of the historic, geographic, civic, and economic foundations of the United States. They are able to analyze the political roots of democracy in the United States and to describe the contributions and the impact of Americans who expanded people's rights and freedoms. They demonstrate in-depth knowledge about major topographical features, and they are able to analyze the cultural and geographic systems associated with historical figures. They demonstrate an in-depth understanding of the basic principles that provide the foundation of a republican form of government, and they are able to evaluate the ways in which historical figures demonstrate positive character traits. Students are able to explain the importance of the four types of productive resources. They can explain the types of goods and services that governments provide through tax money. They demonstrate a thorough understanding of the costs and benefits of personal spending and saving choices.</p>

GRADE 4

Grade 4, Reading	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in reading a variety of literary and informational materials does not meet the standard set for students in the fourth grade.</p> <p>Students performing at this level may have difficulty demonstrating comprehension and making logical inferences from text. They have limited ability to show evidence of a warranted and responsible explanation of literary and informational texts. Students are just beginning to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They typically isolate and analyze literary elements with limited success. Students performing at this level generally lack the skills to use structure and make connections that increase their understanding of informational texts. At this performance level, students may be able to make obvious connections between two texts on the same topic. Their understanding and acquisition of new vocabulary using context, structure, and dictionary skills is minimal. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Their interpretation of text-related illustrations and graphics is limited.</p>
Meets	<p>The student's overall performance in reading a variety of literary and informational materials meets the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate adequate comprehension and show evidence of a warranted and responsible explanation of literary and informational texts. Students are able, in most cases, to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They understand how to determine both explicit and inferred literary elements and techniques. They use organizational structures, text features, and common text-related illustrations and graphics to make simple connections to understand informational and functional texts. Students at this level should be able to distinguish fact from opinion. Students performing at this level typically determine the meaning of new vocabulary through the use of context, structure, and dictionary skills. They demonstrate adequate ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. In grade-appropriate text, they make connections between two texts.</p>

Grade 4, Reading Performance Level Descriptors	
Exceeds	<p>The student's overall performance in reading a variety of literary and informational materials exceeds the standard set for students in the fourth grade. A thorough understanding of the text is exhibited by students at this level.</p> <p>Students are consistently able to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They show evidence of a warranted and responsible explanation of literary, informational, and functional texts. They have a complete understanding of how to infer and analyze literary elements and techniques. They consistently use organizational structures, text features, and text-related illustrations and graphics to make complex connections to understand informational and functional texts. They are consistently able to make connections between two texts. Students performing at this level recognize and understand new vocabulary using various context, structure, and reference skills. They demonstrate a consistent ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They show evidence of a thorough understanding of grade-appropriate reading concepts and skills.</p>

Grade 4, English/Language Arts	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for students in fourth grade.</p> <p>Students performing at this level demonstrate minimal understanding of the conventions of standard English grammar and usage, plus the writing and research process. Students are developing an understanding of how to revise drafts to improve coherence but need extra practice identifying information that should be excluded from writing because it is irrelevant. They need extra practice in determining an effective closing for a piece of writing. They have a basic understanding of structures used to convey information and some transitional elements but need additional support in these areas. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. They demonstrate an incomplete understanding of how to use organizational features to locate information in reference texts. Students performing at this level recognize some basic parts of speech (adjectives, nouns, verbs and adverbs). They are beginning to apply punctuation rules but need practice using commas for clarity. They can use simple sentence structures but need additional support in identifying subject-verb agreement and eliminating sentence fragments. They recognize some grade-appropriate spelling patterns and spell some grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in fourth grade.</p> <p>Students performing at this level demonstrate a good understanding of the conventions of standard English grammar and usage, plus the writing and research process. They generally identify revisions that improve coherence by including supporting details, excluding extraneous information, and providing an appropriate closing. They show some understanding of how authors use dialogue to develop characters in narrative writing. They show an understanding of structures used to organize information and transitional elements to link and sequence ideas. They understand the use of organizational features to locate information in reference texts. These students may employ a variety of sentence structures and can recognize/correct errors in subject-verb agreement and in sentence fragments. Students performing at this level understand the basic parts of speech (adjectives, nouns, verbs and adverbs). They generally recognize correct mechanics, including implementing commas for clarity. They recognize grade-appropriate spelling patterns and spell most grade-appropriate words correctly, including commonly used homophones. Students at this level are developing an understanding of how language functions in different contexts. They show an appropriate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 4, English/Language Arts	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in fourth grade.</p> <p>Students performing at this level demonstrate a thorough understanding of the conventions of standard English grammar and usage, plus the writing and research process. They consistently identify revisions that improve coherence by skillfully including supporting details, excluding extraneous information, and providing an appropriate closing. They understand how authors use dialogue to develop characters in narrative writing. They show a clear understanding of structures used to organize information and transitional elements to link and sequence ideas. They thoroughly understand the use of organizational features to locate information in reference texts. These students skillfully employ a variety of sentence structures, maintaining correct subject-verb agreement and eliminating sentence fragments. Students performing at this level thoroughly understand the basic parts of speech (adjectives, nouns, verbs and adverbs). They consistently recognize correct mechanics, including implementing commas for clarity. They recognize grade-appropriate spelling patterns and consistently spell grade-appropriate words correctly, including commonly used homophones. Students at this level have a solid understanding of how language functions in different contexts. They show a thorough understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 4, Mathematics	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show limited evidence to generalize understanding of place value for multi-digit whole numbers. They show limited ability to use place value understanding and properties of operations to perform multi-digit arithmetic. They demonstrate limited ability to use the four operations with whole numbers to solve problems. They show limited ability to determine factors and multiples of numbers up to 100. They demonstrate minimal evidence to be able to generate and analyze patterns. They show limited understanding of fraction equivalence and ordering. They have difficulty building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They demonstrate limited understanding of decimal notation for fractions, and have difficulty comparing decimal fractions. They show limited ability to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They have difficulty representing and interpreting data. They show minimal understanding of the concepts of angle and can measure angles. They demonstrate limited ability to draw and identify lines and angles, and to classify shapes by properties of their lines and angles.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the four content domains. They show adequate evidence to generalize understanding of place value for multi-digit whole numbers. They use place value understanding and properties of operations to perform multi-digit arithmetic. They adequately use the four operations with whole numbers to solve problems. They adequately determine factors and multiples of numbers up to 100. They demonstrate adequate evidence to be able to generate and analyze patterns. They show basic understanding of fraction equivalence and ordering. They can build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They demonstrate adequate understanding of decimal notation for fractions, and can compare decimal fractions. They can solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They can represent and interpret data. They show adequate understanding of the concepts of angle and can measure angles. They are able to draw and identify lines and angles, and to classify shapes by properties of their lines and angles.</p>

Grade 4, Mathematics	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate evidence of conceptual knowledge of the four content domains. They generalize understanding of place value for multi-digit whole numbers. They are proficient in using place value understanding and properties of operations to perform multi-digit arithmetic. They demonstrate advanced ability to use the four operations with whole numbers to solve problems. They are proficient in determining factors and multiples of numbers up to 100. They demonstrate mastery in generating and analyzing patterns. They demonstrate advanced understanding of fraction equivalence and ordering. They are proficient in building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They demonstrate advanced understanding of decimal notation for fractions, and can compare decimal fractions. They are proficient in solving problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They demonstrate mastery in representing and interpreting data. They show advanced understanding of the concepts of angle and can measure angles. They demonstrate mastery in drawing and identifying lines and angles, and in classifying shapes by properties of their lines and angles.</p>

Grade 4, Science	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in science does not meet the standard set for fourth grade students.</p> <p>Students performing at this level possess a basic understanding of the physical attributes of stars and planets, but lack the ability to compare the similarities and differences of planets to stars. They cannot explain why the patterns of constellations stay the same, while planets can be seen in different locations at different times. They have a partially developed understanding of how the relative positions of the Earth, Moon, and Sun affect the day and night cycle, the phases of the Moon, eclipses, seasons, and climate. They can identify some states of water, parts of the water cycle, forms of precipitation, and weather tools, but lack a systematic understanding of the water cycle, formation of clouds, and the tracking and prediction of weather. They have a rudimentary knowledge about sound and light but lack the ability to describe what happens when sound changes in pitch or when light interacts with a lens, prism, or mirror. They can identify some simple machines and uses, but their knowledge of how force affects speed and motion is only partially developed. They possess limited understanding of ecosystems and energy dynamics. They lack the ability to predict how changes in the environment or community may affect ecosystems, and they cannot identify factors that may affect the survival or extinction of species. Their understanding of science inquiry skills is limited and reveals misconceptions. They have minimal understanding of scientific habits of mind and how scientific knowledge is acquired, revised, and accepted. Their understanding of systems, models, change, and scale is minimally developed. They communicate only the most explicit details of scientific ideas and activities, and their questioning of claims and arguments is rudimentary. They use only the most basic computation and estimation skills necessary to analyze scientific data. They show minimal understanding of laboratory safety rules, and they identify and use only the most basic tools and units of scientific measurement.</p>

Grade 4, Science	
Performance Level Descriptors	
Meets	<p>The student's overall performance in science meets the standard set for fourth grade students.</p> <p>Students performing at this level compare and contrast the physical attributes of stars, star patterns, and planets, and identify how technology is used to study the stars and planets. They model the position and motion of Earth in the Solar System and can explain the role of relative position and motion in determining the sequential phases of the Moon. They are able to differentiate between the states of water and how they relate to the water cycle and weather. They can analyze weather charts and maps, and collect weather data to predict weather events and infer patterns and seasonal changes. They can describe what happens when light interacts with a lens, prism, or mirror. They demonstrate a knowledge of how sound is produced and how sound is varied by changing the rate of vibration. They understand the relationship between force and the change in position or motion of an object. They can describe the roles and interrelationships of organisms and the flow of energy within ecosystems. They can identify factors that affect the survival or extinction of organisms. They understand and apply science inquiry skills. They understand scientific habits of mind and how scientific knowledge is acquired, revised, and accepted. They can explain the concepts of systems, models, change, and scale. Their communication of scientific ideas and activities is adequate, and they question claims and arguments appropriately. They use computation and estimation skills necessary to analyze scientific data. They follow laboratory safety rules, and they identify and use correct tools and units of scientific measurement.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for fourth grade students.</p> <p>Students performing at this level have a thorough understanding of stars and planets. They can explain why the pattern of stars in a constellation stays the same, while a planet can be seen in different locations at different times. They can use models of Earth and the Solar System to explain the different phases of the Moon, the day and night cycle, and the seasons. They have an effective understanding of the water cycle and how it relates to weather. They use various tools and information to predict weather, and can differentiate between weather and climate. They understand the nature of light and can explain what happens when light interacts with a lens, prism, or mirror. They understand sound and can explain how to vary characteristics of sound, such as pitch. They demonstrate a superior level of knowledge of physical forces, allowing them to explain how force affects the speed and motion of an object and predict what will happen when those forces change. They can analyze and predict how changes in an environment may affect ecosystems, and what may happen if the supply of plants or animals in a community is altered. Students performing at this level identify and predict factors that can lead to the survival or extinction of species. They apply science inquiry skills in a variety of settings. They understand scientific habits of mind and how scientific knowledge is acquired, revised, and accepted in various scientific fields. They apply concepts of systems, models, change, and scale to various contexts. Their communication of complex scientific ideas and activities is clear, and they question claims and arguments very effectively. They use various computation and estimation strategies to analyze scientific data. They apply their understanding of laboratory safety rules, tools, and units of scientific measurement in a variety of situations.</p>

Grade 4, Social Studies	
Performance Level Descriptors	
Does Not Meet	<p>The student’s overall performance in social studies does not meet the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate limited factual understanding of the historic, geographic, civic, and economic principles that have influenced the development of the United States. They are often unable to describe early Native American cultures, European exploration in North America, and the factors that shaped British colonial North America. They demonstrate limited understanding of the causes and effects of the American Revolution, the challenges faced by the new nation, the westward expansion of America, and the abolition and suffrage movements. Students demonstrate limited factual knowledge of the physical and man-made features of the United States, and they are unable to describe how physical systems affect human systems. They demonstrate limited understanding of the rights and responsibilities of citizens and the functions of government. Students are unable to use basic economic concepts, such as trade and specialization, to illustrate historical events. They demonstrate limited understanding of personal budgets and are often unable to explain the importance of personal spending and saving decisions.</p>
Meets	<p>The student’s overall performance in social studies meets the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate a solid factual understanding of the historic, geographic, civic, and economic principles that have influenced the development of the United States. They are able to describe early Native American cultures, and can explain the impact of European exploration in North America and the factors that shaped British colonial North America. They demonstrate an understanding of the causes and effects of the American Revolution, the challenges faced by the new nation, the westward expansion of America, and the abolition and suffrage movements. Students demonstrate factual knowledge of the physical and man-made features of the United States, and they are able to explain how physical systems affect human systems. They demonstrate an understanding of the rights and responsibilities of citizens and the functions of government. Students are able to use basic economic concepts, such as trade and specialization, to illustrate historical events. They understand the basic elements of personal budgets and can explain the importance of personal spending and saving decisions.</p>
Exceeds	<p>The student’s overall performance in social studies exceeds the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate a broad and in-depth understanding of the historic, geographic, civic, and economic principles that have influenced the development of the United States. They are able to analyze the impact of European exploration on early Native American cultures, and analyze the factors that shaped British colonial North America. They demonstrate an in-depth understanding of the causes and effects of the American Revolution, the challenges faced by the new nation, the westward expansion of America, and the abolition and suffrage movements. Students demonstrate an in-depth understanding of the physical and man-made features of the United States, and they are able to analyze how physical systems affect human systems. They demonstrate an in-depth understanding of the rights and responsibilities of citizens and the functions of government. Students are able to analyze how basic economic concepts, such as trade and specialization, impact historical events. They demonstrate an in-depth understanding of personal budgets and can evaluate the importance of personal spending and saving decisions.</p>

GRADE 5

Grade 5, Reading	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in reading a variety of literary and informational materials does not meet the standard set for students in the fifth grade.</p> <p>Students performing at this level have difficulty demonstrating comprehension and making logical inferences from text. They have limited ability to show evidence of a warranted and responsible explanation of literary and informational texts. Students are just beginning to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. Their identification and analysis of literary elements is minimal. Their skill in making judgments and inferences and supporting them with evidence from the text is limited. Students performing at this level may be able to cite details in informational texts but may have difficulty synthesizing the main idea those details support. At this performance level, students may be able to make obvious connections between two texts on the same topic. They may have difficulty using context, word structure, and reference materials to determine the meaning of new words. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They may not be able to use common text-related illustrations and graphics to evaluate text and media.</p>
Meets	<p>The student's overall performance in reading a variety of literary and informational materials meets the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate adequate comprehension and determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They are able to recognize and infer various literary elements and techniques. They can make judgments and inferences and support them with evidence from the text. Students performing at this level can determine the main idea and supporting details in informational text. They use common organizational and textual features in understanding text. They recognize stated themes and make connections in literature. Students performing at this level use context, word structure, and reference materials to determine the meaning of new words. They demonstrate adequate ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They are able to use common text-related illustrations and graphics to gain understanding of text. In grade-appropriate text, they make connections between two texts.</p>

Grade 5, Reading	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in reading a variety of literary and informational materials exceeds the standard set for students in the fifth grade. A thorough understanding of the text is exhibited by students at this level.</p> <p>Students are consistently able to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They exhibit an in-depth understanding of how to infer and analyze various literary elements and techniques. They are able to make judgments and inferences and substantiate them with evidence from the text. Students performing at this level determine and analyze the main idea and supporting details in informational texts. They are able to analyze organizational and textural features as an aid to understanding text. They recognize both stated and implied themes in literature. Students are able to make connections and integrate information across two texts to support their understanding of both texts. Students performing at this level employ various strategies to acquire new vocabulary. They demonstrate a consistent ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They can recognize and evaluate common text-related illustrations and graphics to enhance their understanding of a text. They show evidence of a thorough understanding of grade-appropriate reading concepts and skills.</p>

Grade 5, English/Language Arts Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for students in fifth grade.</p> <p>Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the writing and research process. They are still developing an understanding of how to use organizational structures and transitional elements effectively. They are beginning to understand how to improve the clarity and focus of writing but need additional practice with identifying relevant information to support ideas and understanding appropriate closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. They are developing basic research skills but need additional support to better understand the use of various reference resources, including dictionaries, thesauruses, encyclopedias, and digital sources. They need additional support in using citations, endnotes, and bibliographic information. They are beginning to understand the basic parts of speech and are able to use basic sentence patterns but need more practice with combining and revising sentences to clarify ideas and correcting fragments and run-ons. They recognize some grade-appropriate spelling patterns and can spell some grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in fifth grade.</p> <p>Students performing at this level demonstrate a good understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students show an appropriate understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level can identify relevant supporting information and details and appropriate and effective closure. They can use reference resources, including dictionaries, thesauruses, and encyclopedias, as well as digital sources, to gather information to support their writing. They have appropriate knowledge of utilizing citations, endnotes, and bibliographic information. They can identify the parts of speech and understand a variety of sentence structures. They are able to combine and revise sentences to clarify ideas and identify and correct misplaced modifiers, fragments, and run-ons. They recognize grade-appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts, including how word placement in sentences affects meaning. They show an appropriate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 5, English/Language Arts	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in fifth grade.</p> <p>Students performing at this level demonstrate a thorough understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students show a thorough understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They understand how authors use dialogue to develop characters in narrative writing. Students at this level consistently identify relevant supporting information and details and appropriate and effective closure. They skillfully use reference resources, including dictionaries, thesauruses, and encyclopedias, as well as digital sources, to gather information to support their writing. They have a thorough knowledge of utilizing citations, endnotes, and bibliographic information. They can identify the parts of speech and understand a variety of sentence structures. They can skillfully combine and revise sentences to clarify ideas and consistently identify and correct misplaced modifiers, fragments, and run-ons. They recognize grade-appropriate spelling patterns and consistently spell grade-appropriate words correctly. Students at this level have a solid understanding of how language functions in different contexts, including how word placement in sentences affects meaning. They show a thorough understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 5, Mathematics	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They have a limited understanding of the place value system. They show limited ability to perform operations with multi-digit whole numbers and with decimals to hundredths. They show limited ability to use equivalent fractions as a strategy to add and subtract fractions. They show minimal evidence to be able to apply and extend previous understandings of multiplication and division to multiply and divide fractions. They have difficulty writing and interpreting numerical expressions, and in analyzing patterns and relationships. They show limited ability to convert like measurement units within a given measurement system. They have difficulty representing and interpreting data. They show minimal evidence of understanding concepts of volume and relating volume to multiplication and to addition. They show limited ability to graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate limited understanding when classifying two-dimensional figures into categories based on their properties.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate evidence of conceptual knowledge of the four content domains. They have a basic understanding of the place value system. They show basic ability to perform operations with multi-digit whole numbers and with decimals to hundredths. They use equivalent fractions as a strategy to add and subtract fractions. They adequately apply and extend previous understandings of multiplication and division to multiply and divide fractions. They adequately write and interpret numerical expressions, and analyze patterns and relationships. They show basic ability to convert like measurement units within a given measurement system. They demonstrate ability to represent and interpret data. They show basic understanding of the concepts of volume and relate volume to multiplication and to addition. They adequately graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate basic understanding when classifying two-dimensional figures into categories based on their properties.</p>

Grade 5, Mathematics Performance Level Descriptors	
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate broad and in-depth evidence of conceptual and abstract knowledge of the four content domains. They have an advanced understanding of the place value system. They are proficient in performing operations with multi-digit whole numbers and with decimals to thousandths. They use equivalent fractions as a strategy to add and subtract fractions. They apply and extend previous understandings of multiplication and division to multiply and divide fractions. They are proficient in writing and interpreting numerical expressions, and analyzing patterns and relationships. They show advanced ability to convert like measurement units within a given measurement system. They demonstrate mastery in representing and interpreting data. They show advanced understanding of the concepts of volume and relate volume to multiplication and to addition. They are proficient in graphing points on the coordinate plane. They solve real-world and mathematical problems and interpret coordinate values of points in the context of the situation. They demonstrate advanced understanding when classifying two-dimensional figures into categories based on their properties.</p>

Grade 5, Science	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in science does not meet the standard set for fifth grade students.</p> <p>Students performing at this level can describe only the most explicit differences between the constructive and destructive processes that cause changes to Earth's surface features. Their understanding of the concept that an object is the sum of its parts is not fully developed. They have minimal understanding of the differences between a physical change and a chemical change, and they can describe only the basic characteristics of electricity, magnetism, and their relationships. They have a partially developed understanding of the classification of organisms into groups and the differences between inherited traits and learned behaviors. They can identify basic parts of a cell but have difficulty describing the function of each. They have minimal understanding of microorganisms and their interrelations with larger organisms. Their understanding of science inquiry skills is partially developed. They have minimal understanding of scientific habits of mind and how scientific knowledge is acquired, revised, and accepted. Their understanding of systems, models, change, and scale is incomplete, with many misconceptions. They communicate only the most explicit details of scientific ideas and activities, and their questioning of claims and arguments is rudimentary. They use basic computation and estimation skills to analyze scientific data. They show minimal understanding of laboratory safety rules, and they identify and use only the most basic tools and units of scientific measurement.</p>
Meets	<p>The student's overall performance in science meets the standard set for fifth grade students.</p> <p>Students performing at this level can identify various constructive and destructive processes that cause changes to Earth's surface features, and can provide examples of both. They investigate and explain the concept that an object is the sum of its parts. They can explain the differences between a physical change and a chemical change and identify examples of both. They can describe characteristics of electricity, magnetism, and their relationships, and they understand electric circuits, insulation, and conduction properties. They demonstrate ways that animals, vertebrates, and plants are sorted into morphological groups, and describe how scientists use classification. They can identify and compare inherited traits and learned behaviors and can describe the roles of genes in trait transfer. They can identify types of cells, their parts, and the functions of those parts, and they compare structure and function in multi- versus single-celled organisms. They can identify beneficial and harmful organisms and explain how they are beneficial or harmful. They understand and apply science inquiry skills. They understand scientific habits of mind and how scientific knowledge is acquired, revised, and accepted. They can explain the concepts of systems, models, change, and scale. Their communication of scientific ideas and activities is adequate, and they appropriately question claims and arguments. They use computation and estimation skills necessary to analyze scientific data. They follow laboratory safety rules, and they identify and use correct tools and units of scientific measurement.</p>

Grade 5, Science	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in science exceeds the standard set for fifth grade students.</p> <p>Students performing at this level can both describe and provide examples of the constructive and destructive processes that cause changes to Earth's surface features. Through manipulation, measurement, and magnification, they explain and demonstrate the concept that an object is the sum of its parts. Using various methods, they investigate and analyze the differences between a physical change and a chemical change. They can explain characteristics of electricity, magnetism, and their relationships, and describe electric circuits, insulation, and conduction properties. They can classify organisms into morphological groups and analyze how that relates to scientists' use of classification. They can explain and compare inherited traits and learned behaviors and can explain the roles of genes in trait transfer. They can describe cell parts and functions, and analyze the differences and similarities between structure and function in multi- versus single-celled organisms. They can explain the beneficial or harmful characteristics of microorganisms and analyze their effect on larger organisms. They apply science inquiry skills in a variety of settings. They understand scientific habits of mind and how scientific knowledge is acquired, revised, and accepted in various scientific fields. They apply the concepts of systems, models, change, and scale to various contexts. Their communication of complex scientific ideas and activities is clear, and they question claims and arguments effectively. They use various computation and estimation strategies to analyze scientific data. They apply their understanding of laboratory safety rules, tools, and units of scientific measurement in a variety of situations.</p>

Grade 5, Social Studies	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in social studies does not meet the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate limited factual understanding of the historic, geographic, civic, and economic principles that have influenced the development of the United States. They are often unable to describe the causes and effects of the Civil War, the impact of Reconstruction, and the changes that happened in America at the turn of the century. They demonstrate limited understanding of U.S. involvement in World War I, the Great Depression and New Deal, America's involvement in World War II, and the origins and consequences of the Cold War. They are generally unable to describe the importance of key people, events, and developments in modern American history, such as the Civil Rights movement, space exploration, and the Persian Gulf War. Students demonstrate limited factual knowledge about important physical features and places in the United States, and they are often unable to describe the reasons for spatial patterns of economic activities in the United States. They demonstrate limited understanding of the amendment process to the U.S. Constitution. They are often unable to describe how a citizen's rights are protected under the U.S. Constitution and how amendments to the U.S. Constitution have maintained a representative democracy. Students are often unable to describe basic economic concepts, the functions of major institutions in the U.S. economy, and the ways in which consumers and businesses interact with each other. Students demonstrate a limited understanding of personal budgets and are often unable to explain the importance of personal spending and saving decisions.</p>
Meets	<p>The student's overall performance in social studies meets the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate a solid factual understanding of the historic, geographic, civic, and economic principles that have influenced the development of the United States. They are able to explain the causes and effects of the Civil War, the impact of Reconstruction, and the changes that happened in America at the turn of the century. They demonstrate an understanding of U.S. involvement in World War I, the Great Depression and New Deal, America's involvement in World War II, and the origins and consequences of the Cold War. They are able to explain the contributions of key people, events, and developments in modern American history, such as the Civil Rights movement, space exploration, and the Persian Gulf War. Students demonstrate factual knowledge about important physical features and places in the United States, and they are able to explain the reasons for spatial patterns of economic activities in the United States. They demonstrate an understanding of the purpose and process by which the U.S. Constitution is amended. They are able to describe how a citizen's rights are protected under the U.S. Constitution and how amendments to the U.S. Constitution have maintained a representative democracy. Students are able to describe basic economic concepts, the functions of major institutions in the U.S. economy, and the ways in which consumers and businesses interact with each other. Students demonstrate an understanding of personal budgets and can explain the importance of personal spending and saving decisions.</p>

Grade 5, Social Studies	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in social studies exceeds the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate an ability to analyze the historic, geographic, civic, and economic principles that have influenced the development of the United States. They are able to analyze the causes and effects of the Civil War, the impact of Reconstruction, and the changes that happened in America at the turn of the century. They demonstrate an in-depth understanding of U.S. involvement in World War I, the Great Depression and New Deal, America's involvement in World War II, and the origins and consequences of the Cold War. They are able to analyze the impact of key people, events, and developments in modern American history, such as the Civil Rights movement, space exploration, and the Persian Gulf War. Students demonstrate an in-depth understanding of important physical features and places in the United States, and they are able to analyze the reasons for spatial patterns of economic activities in the United States. They demonstrate an in-depth understanding of the process by which the U.S. Constitution is amended. They are able to analyze how a citizen's rights are protected under the U.S. Constitution and the ways in which amendments to the U.S. Constitution have maintained a representative democracy. Students are able to apply basic economic concepts to illustrate historical events. They are able to analyze the functions of major institutions in the U.S. economy and the ways in which consumers and businesses have interacted in the U.S. economy across time. Students demonstrate a thorough understanding of personal budgets and can evaluate the importance of personal spending and saving decisions.</p>

GRADE 6

Grade 6, Reading	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in reading a variety of literary and informational materials does not meet the standard set for students in the sixth grade.</p> <p>Students performing at this level have difficulty demonstrating comprehension and making logical inferences from text. They have difficulty showing evidence of a warranted and responsible explanation of literary and informational texts. Students are just beginning to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They may be able to identify the features of literary and informational text but have difficulty moving beyond identification of those features. They do not adequately understand the author's use of dialogue or description. Students performing at this level are typically inconsistent in determining both the main idea and supporting details in informational texts. At this performance level, students may be able to make obvious connections between two texts on the same topic. They may have difficulty using context and word structure to determine the meanings of new words. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Their use of text-related illustrations and graphics and understanding of argumentative claims and techniques is limited.</p>
Meets	<p>The student's overall performance in reading a variety of literary and informational materials meets the standard set for students in the sixth grade.</p> <p>Students performing at this level typically demonstrate adequate comprehension and determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They can describe the elements and features of text. They identify the author's use of dialogue and description including the use of literary devices in literary texts. Students performing at this level typically can recognize the organizational structure of informational texts while reading. They can determine main idea and supporting details in informational text. When reading functional and media materials, they use text-related illustrations and graphics and recognize argumentative claims and techniques. They consistently use context clues, word structure, and reference skills to determine the meanings of words while reading. They demonstrate adequate ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. In grade-appropriate text, they make connections between two texts and integrate information from multiple texts.</p>

Grade 6, Reading Performance Level Descriptors	
Exceeds	<p>The student's overall performance in reading a variety of literary and informational materials exceeds the standard set for students in the sixth grade.</p> <p>Students are consistently able to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They have an in-depth understanding of the author's use of dialogue and description in literary texts. They consistently analyze the use of literary devices in literary texts. They effectively make use of the organizational structure of informational texts in analyzing the text. Students performing at this level can determine both implicit and explicit main ideas and themes. Students are able to make connections and integrate information across two texts to support their understanding of both texts. They use a variety of strategies to understand and acquire new vocabulary. They demonstrate a consistent ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They use text-related illustrations and graphics and interpret argumentative claims and techniques to enhance their cognition. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills.</p>

Grade 6, English/Language Arts Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for students in sixth grade.</p> <p>Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the writing and research process. They are developing an understanding of organizational structures and transitional elements to improve the clarity and focus of writing but need additional practice identifying relevant supporting information and understanding effective closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. These students are beginning to use reference resources for research but need additional support to better understand how to use organizational features of texts and to gather information from digital sources. They understand basic parts of speech but need additional support to better understand more advanced forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They understand simple sentence structures but are still developing an understanding of more complex sentences and need additional support to better apply correct mechanics of writing, including how to recognize/correct fragments and run-ons. They recognize some grade-appropriate spelling patterns and can spell some grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in sixth grade.</p> <p>Students performing at this level demonstrate a good understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students show an appropriate understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level can identify relevant supporting information and details and appropriate and effective closure. They understand how to use the organizational features of research resources, including digital sources, to gather information to support writing. They can determine various parts of speech, including most forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They understand how to use compound and complex sentence structures. They generally apply correct mechanics, including recognizing/correcting fragments and run-ons and using commas and semicolons correctly. They recognize grade-appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts. They show an appropriate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 6, English/Language Arts	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in sixth grade.</p> <p>Students performing at this level demonstrate a thorough understanding of the conventions of standard English grammar and usage, plus the writing and research process. These students show a thorough understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They understand how authors use dialogue to develop characters in narrative writing. Students at this level skillfully identify relevant supporting information and details and appropriate, effective closure. They understand how to use the organizational features of research resources, including digital sources, to gather information to support writing. They consistently recognize parts of speech, including irregular and complex forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They understand how to skillfully use compound and complex sentence structures. They consistently apply correct mechanics in writing, including recognizing/correcting fragments and run-ons and using commas and semicolons correctly. They recognize grade-appropriate spelling patterns and consistently spell grade-appropriate words correctly. Students at this level have a solid understanding of how language functions in different contexts. They show a thorough understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 6, Mathematics	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for students in the sixth grade.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show minimal evidence to apply and extend previous understandings of multiplication and division to divide fractions by fractions. They show limited ability to compute fluently with multi-digit numbers and to find common factors and multiples. They demonstrate little understanding of numbers to apply and extend them to the system of rational numbers. They have a limited understanding of ratio concepts and limited ability to use ratio reasoning to solve problems. They demonstrate difficulty to apply and extend previous understandings of arithmetic to algebraic expressions. They show limited ability to reason about and solve one-variable equations and inequalities. They demonstrate difficulty to represent and analyze quantitative relationships between dependent and independent variables. They show limited ability to solve real-world and mathematical problems involving area, surface area, and volume. They demonstrate little understanding of statistical variability and exhibit difficulty in summarizing and describing distributions.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in the sixth grade.</p> <p>Students performing at this level demonstrate evidence of conceptual knowledge of the four content domains. They show adequate evidence to apply and extend previous understandings of multiplication and division to divide fractions by fractions. They show adequate ability to compute fluently with multi-digit numbers and to find common factors and multiples. They demonstrate understanding of numbers to apply and extend them to the system of rational numbers. They have a basic understanding of ratio concepts and adequate ability to use ratio reasoning to solve problems. They adequately apply and extend previous understandings of arithmetic to algebraic expressions. They show ability to reason about and solve one-variable equations and inequalities. They demonstrate ability to represent and analyze quantitative relationships between dependent and independent variables. They adequately solve real-world and mathematical problems involving area, surface area, and volume. They demonstrate basic understanding of statistical variability and are able to summarize and describe distributions.</p>

Grade 6, Mathematics	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in the sixth grade.</p> <p>Students performing at this level demonstrate broad and in-depth evidence of conceptual and abstract knowledge of the four content domains. They easily apply and extend previous understandings of multiplication and division to divide fractions by fractions. They compute fluently with multi-digit numbers and can find common factors and multiples. They demonstrate advanced understanding of numbers to apply and extend them to the system of rational numbers. They show an advanced understanding of ratio concepts and use ratio reasoning to solve problems. They apply and extend previous understandings of arithmetic to algebraic expressions. They reason about and solve one-variable equations and inequalities. They demonstrate advanced ability to represent and analyze quantitative relationships between dependent and independent variables. They solve real-world and mathematical problems involving area, surface area, and volume. They demonstrate mastery understanding of statistical variability and are able to summarize and describe distributions.</p>

Grade 6, Science	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in science does not meet the standard set for sixth grade students.</p> <p>Students performing at this level describe only the most explicit differences between the theories of the formation of the Solar System. They can describe the basic position of the Solar System and identify only the most basic characteristics of planets, comets, asteroids, and meteors. They do not have a fully developed understanding of how the relative positions of the Earth, Moon, and Sun affect the day and night cycle, the phases of the Moon, eclipses, seasons, and climate. They have minimal understanding of the causes of waves, currents, and tides. They have limited understanding of the interrelationships between the land and ocean that determine climate and weather. Their understanding of the formation of Earth's surface and the processes that continue to change it is not fully developed. They can identify basic resources but only the most explicit methods of conservation. Their understanding of science inquiry skills is not fully developed. They have minimal understanding of scientific habits of mind and how scientific knowledge is acquired and accepted. Their understanding of systems, models, change, and scale is not fully developed. They communicate only the most explicit details of scientific ideas and activities, and they question claims and arguments ineffectively. They use only the most basic computation and estimation skills necessary to analyze scientific data. They show minimal understanding of laboratory safety rules, and they identify and use only the most basic tools and units of scientific measurement.</p>

Grade 6, Science	
Performance Level Descriptors	
Meets	<p>The student's overall performance in science meets the standard set for sixth grade students.</p> <p>Students performing at this level describe the theories of the formation of the Solar System and how these theories evolved. They can describe the position of the Solar System as well as compare and contrast the characteristics of planets, comets, asteroids, and meteors. They can explain how the relative positions of the Earth, Moon, and Sun affect the day and night cycle, the phases of the Moon, eclipses, seasons, and climate. They can describe the causes of waves, currents, and tides. They can describe the interrelationships between the land and ocean that determine climate and weather. They can explain the scientific views of how Earth's surface formed and describe the processes that continue to change it. They can identify renewable and nonrenewable resources and describe methods of conservation. They understand and apply science inquiry skills. They understand scientific habits of mind and how scientific knowledge is acquired and accepted. They can explain the concepts of systems, models, change, and scale. Their communication of scientific ideas and activities is clear, and they question claims and arguments effectively. They use computation and estimation skills necessary to analyze scientific data. They follow laboratory safety rules, and they identify and use correct tools and units of scientific measurement.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for sixth grade students.</p> <p>Students performing at this level evaluate various theories of the formation of the Solar System and how these theories evolved. They can describe the position of the Solar System and analyze the characteristics of planets, comets, asteroids, and meteors to draw conclusions. Using various methods, they determine how the relative positions of the Earth, Moon, and Sun affect the day and night cycle, the phases of the Moon, eclipses, seasons, and climate. They can describe how change to a system affects waves, currents, and tides. They can analyze the interrelationships between the land and the ocean that determine climate and weather. They can explain the scientific views of how Earth's surface formed and differentiate between the processes that continue to change it. They can describe renewable and nonrenewable resources and evaluate various strategies of conservation. They apply science inquiry skills in a variety of settings. They understand scientific habits of mind and how scientific knowledge is acquired and accepted in various scientific fields. They apply the concepts of systems, models, change, and scale to various contexts. Their communication of complex scientific ideas and activities is clear, and they question claims and arguments effectively. They use various computation and estimation strategies to analyze scientific data. They apply their understanding of laboratory safety rules, tools, and units of scientific measurement in a variety of situations.</p>

Grade 6, Social Studies	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in social studies does not meet the expectation for this grade.</p> <p>Students who do not meet the expectation show limited understanding of the geography, culture, governments, economies, and history of Latin America, the Caribbean, Canada, Europe, and Australia. They show limited knowledge of the environmental concerns faced in these regions. They show a limited understanding of cultural characteristics in these regions and the role of citizens in terms of voting and personal freedoms. They are often unable to explain various economies or factors that influence growth. They show a limited understanding of personal money management. They are often unable to explain the impact of significant historical events.</p>
Meets	<p>The student's overall performance in social studies meets the expectation for this grade.</p> <p>Students who meet the expectation show a solid understanding of the geography, culture, governments, economies, and history of Latin America, the Caribbean, Canada, Europe, and Australia. They are able to describe environmental issues faced in these regions. They show a general understanding of the cultural characteristics of these regions as well as the role of citizens in terms of voting and personal freedoms. They are able to explain the various types of economies and explain factors that influence growth. They show a basic understanding of personal money management. They are able to explain the impact of significant historical events.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the expectation for this grade.</p> <p>Students who exceed the expectation show an in-depth understanding of the geography, culture, governments, economies, and history of Latin America, the Caribbean, Canada, Europe, and Australia. They are able to analyze environmental issues faced in these regions. They show a thorough understanding of the cultural characteristics of these regions as well as the role of citizens in terms of voting and personal freedoms. They are able to analyze various economies and evaluate factors that influence growth. They show a thorough understanding of personal money management. They are able to analyze and evaluate the impact of significant historical events.</p>

GRADE 7

Grade 7, Reading	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in reading a variety of literary and informational materials does not meet the standard set for students in the seventh grade.</p> <p>Students performing at this level have difficulty demonstrating adequate comprehension and making logical inferences from text. They have difficulty showing evidence of a warranted and responsible explanation of literary and informational texts. Students are just beginning to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. Typically, they can identify, but usually have difficulty explaining, the important elements of literature such as theme, characterization, literary devices, and plot. They may not demonstrate complete knowledge of organizational structures and text features. Students performing at this level typically have difficulty determining word meanings through context. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. At this performance level, students may be able to make obvious comparisons between two texts.</p>
Meets	<p>The student's overall performance in reading a variety of literary and informational materials meets the standard set for students in the seventh grade.</p> <p>Students performing at this level demonstrate adequate comprehension and determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They are able to recognize and explain literary techniques and elements such as theme, characterization, and plot. They use the parts of nonfiction texts such as organizational structures and text features to obtain information and determine author's purpose. Students performing at this level understand and acquire new vocabulary by using context and word structure. They demonstrate adequate ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They understand text-related illustrations. In grade-appropriate text, they make comparisons between two texts.</p>

Grade 7, Reading Performance Level Descriptors	
Exceeds	<p>The student's overall performance in reading a variety of literary and informational materials exceeds the standard set for students in the seventh grade.</p> <p>Students are consistently able to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. They can explain and analyze literary techniques and elements of literature such as theme, characterization, and plot. They apply knowledge of organizational structures and text features in nonfiction texts to enhance understanding. Students performing at this level acquire new vocabulary using various strategies and then are able to use that new vocabulary effectively in reading. They consistently employ a variety of strategies for finding the meaning of new words and concepts. They demonstrate a consistent ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Students are able to use text-related illustrations and graphics to make connections and gain understanding of a text. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills. They compare two texts and make distinctions between styles of writing and viewpoints.</p>

Grade 7, English/Language Arts	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for students in seventh grade.</p> <p>Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the research and writing process. They are developing an understanding of organizational structures and transitional elements to improve the clarity and focus of writing but need additional practice distinguishing between relevant/irrelevant supporting information and understanding effective closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. These students can use basic reference resources for research but need additional support to improve their understanding of how to use organizational features of texts and how to gather information from digital sources. They are still developing an understanding of compound and complex sentence structures and need additional support to better apply strategies for improving clarity and coherence of ideas, including combining sentences and revising them for clear and precise word choice. These students have a basic understanding of mechanics but need additional practice punctuating coordinate adjectives. They recognize some grade-appropriate spelling patterns and can spell some grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in seventh grade.</p> <p>Students performing at this level demonstrate a good understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students show an appropriate understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level understand the importance of a focused topic and can identify relevant supporting information and details as well as appropriate and effective closure. They understand how to use the organizational features of research resources, including digital sources, to gather information to support writing. They can use compound/complex sentence structures and are able to apply strategies for improving clarity and coherence of ideas, including combining sentences and revising them for clear and precise word choice. These students have a good understanding of mechanics, including the punctuation of complex sentence structures and coordinate adjectives. They recognize grade-appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts. They show an appropriate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 7, English/Language Arts	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in seventh grade.</p> <p>Students performing at this level demonstrate a thorough understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students show a thorough understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They understand how authors use dialogue to develop characters in narrative writing. Students at this level understand the importance of a focused topic and consistently identify relevant supporting information and details as well as appropriate and effective closure. They skillfully use the organizational features of research resources, including digital sources, to gather information to support writing. They understand and can use a variety of compound/complex sentence structures and adeptly apply strategies for improving clarity and coherence of ideas, including combining sentences, revising them for clear and precise word choice, and eliminating wordiness and redundancy. These students have a thorough understanding of mechanics, including the punctuation of complex sentence structures and coordinate adjectives. They recognize grade-appropriate spelling patterns and consistently spell grade-appropriate words correctly. Students at this level have a solid understanding of how language functions in different contexts. They show a thorough understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 7, Mathematics	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for students in the seventh grade.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They exhibit limited ability to apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. They demonstrate limited ability to use properties of operations to generate equivalent expressions. They show limited ability to solve real-life and mathematical problems using numerical and algebraic expressions and equations. They are unable to analyze proportional relationships and use them to solve real-world and mathematical problems. They show limited evidence that they can draw, construct, and describe geometrical figures and describe the relationships between them. They exhibit difficulty in solving real-life and mathematical problems involving angle measure, area, surface area, and volume. They demonstrate minimal understanding to use random sampling to draw inferences about a population. They are unable to draw informal comparative inferences about two populations. They show minimal evidence that they can investigate chance processes and develop, use, and evaluate probability models.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in the seventh grade.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the four content domains. They exhibit adequate ability to apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. They can use properties of operations to generate equivalent expressions. They adequately solve real-life and mathematical problems using numerical and algebraic expressions and equations. They are able to analyze proportional relationships and use them to solve real-world and mathematical problems. They show evidence that they can draw, construct, and describe geometrical figures and describe the relationships between them. They adequately solve real-life and mathematical problems involving angle measure, area, surface area, and volume. They demonstrate basic understanding to use random sampling to draw inferences about a population. They can draw informal comparative inferences about two populations. They show adequate evidence that they can investigate chance processes and develop, use, and evaluate probability models.</p>

Grade 7, Mathematics Performance Level Descriptors	
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in the seventh grade.</p> <p>Students performing at this level demonstrate broad and in-depth evidence of conceptual and abstract knowledge of the four content domains. They apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. They can use properties of operations to generate equivalent expressions. They solve real-life and mathematical problems using numerical and algebraic expressions and equations. They analyze proportional relationships and use them to solve real-world and mathematical problems. They demonstrate mastery to draw, construct, and describe geometrical figures and describe the relationships between them. They solve real-life and mathematical problems involving angle measure, area, surface area, and volume. They use random sampling to draw inferences about a population. They demonstrate mastery understanding to draw informal comparative inferences about two populations. They demonstrate advanced understanding to investigate chance processes and develop, use, and evaluate probability models.</p>

Grade 7, Science	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in science does not meet the standard set for seventh grade students.</p> <p>Students performing at this level describe only the most explicit differences of living organisms and have a limited ability to use keys or tools to classify organisms according to the six-kingdom system. They can identify only the basic cell structures, functions, processes, and levels of cellular organization. They have a minimal understanding of the transfer of genetic material to successive generations and of the dependence of evolutionary processes on inherited characteristics that result in differential survival rates. They can describe only the most explicit characteristics of biomes and give basic explanations on how energy and matter recycle within them. Their understanding of science inquiry skills is not fully developed. They have minimal understanding of scientific habits of mind and how scientific knowledge is acquired and accepted. Their understanding of systems, models, change, and scale is not fully developed. They communicate only the most explicit details of scientific ideas and activities, and they question claims and arguments ineffectively. They use only the most basic computation and estimation skills necessary to analyze scientific data. They show minimal understanding of laboratory safety rules, and they identify and use only the most basic tools and units of scientific measurement.</p>
Meets	<p>The student's overall performance in science meets the standard set for seventh grade students.</p> <p>Students performing at this level describe the diversity of living organisms and use keys or tools to classify organisms according to the six-kingdom system. They relate and explain cell structure, functions, and processes. They can describe the organization of cells into tissues, organs, and organ systems. They can describe the transfer of genetic material to successive generations and the dependence of evolutionary processes on inherited characteristics that result in differential survival rates. They can describe characteristics of biomes and explain how energy and matter recycle within them. They understand and apply science inquiry skills. They understand scientific habits of mind and how scientific knowledge is acquired and accepted. They can explain the concepts of systems, models, change, and scale. Their communication of scientific ideas and activities is clear, and they question claims and arguments effectively. They use computation and estimation skills necessary to analyze scientific data. They follow laboratory safety rules, and they identify and use correct tools and units of scientific measurement.</p>

Grade 7, Science	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in science exceeds the standard set for seventh grade students.</p> <p>Students performing at this level describe the diversity of living organisms and use complex keys or tools to classify organisms according to the six-kingdom system. They can relate and explain complex cell structures, functions, and processes. They can describe the organization of cells into tissues, organs, and organ systems and relate this concept to other situations. They apply the concepts of the transfer of genetic materials and the process of evolution and its dependence on inherited characteristics to draw conclusions and make predictions concerning successive generations and survival. They can describe complex characteristics of biomes, explain how energy and matter recycle within them, and determine how change affects their various parts. They apply science inquiry skills in a variety of settings. They understand scientific habits of mind and how scientific knowledge is acquired and accepted in various scientific fields. They apply the concepts of systems, models, change, and scale to various contexts. Their communication of complex scientific ideas and activities is clear, and they question claims and arguments effectively. They use various computation and estimation strategies to analyze scientific data. They apply their understanding of laboratory safety rules, tools, and units of scientific measurement in a variety of situations.</p>

Grade 7, Social Studies	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in social studies does not meet the expectation for this grade.</p> <p>Students who do not meet the expectation show limited understanding of the geography, cultures, governments, economies, and history of Africa, Southwest Asia (Middle East), and Southern and Eastern Asia. They are often unable to describe environmental issues faced in these regions. They show a limited understanding of the cultures of these regions as well as the role of citizens in terms of voting and personal freedoms. They are often unable to explain various economies or factors that influence growth. They show a limited understanding of personal money management. They are often unable to explain the impact of significant historical events.</p>
Meets	<p>The student's overall performance in social studies meets the expectation for this grade.</p> <p>Students who meet the expectation show a solid understanding of the geography, cultures, governments, economies, and history of Africa, Southwest Asia (Middle East), and Southern and Eastern Asia. They are able to describe environmental issues faced in these regions. They show a basic understanding of the cultures in these regions as well as the role of citizens in terms of voting and personal freedoms. They are able to explain various economies and explain factors that influence growth. They show a basic understanding of personal money management. They are able to explain the impact of significant historical events.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the expectation for this grade.</p> <p>Students who exceed the expectation show a broad and in-depth understanding of the geography, cultures, governments, economies, and history of Africa, Southwest Asia (Middle East), and Southern and Eastern Asia. They are able to analyze environmental issues faced in these regions. They show a thorough understanding of the cultures in these regions as well as the role of citizens in terms of voting and personal freedoms. They are able to analyze various economies and evaluate factors that influence growth. They show a thorough understanding of personal money management. They are able to analyze and evaluate the impact of significant historical events.</p>

GRADE 8

Grade 8, Reading Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in reading a variety of literary and informational materials does not meet the standard set for students in the eighth grade.</p> <p>Students performing at this level may have difficulty demonstrating comprehension and making logical inferences from text. They have difficulty showing evidence of a warranted and responsible explanation of literary and informational texts. Students are just beginning to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. Students are unable to use higher order thinking skills in reading and comprehending most texts and genres. They typically exhibit limited competence when recognizing the characteristics of genres in literary texts. Students at this level are inconsistent when determining and tracing an author's argument, point of view, or perspective in text. Students performing at this level may have difficulty understanding and acquiring new vocabulary and using it correctly in reading. They show minimal skill in establishing a context for information acquired by reading across subject areas. They demonstrate a limited ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. Students have a limited ability to make comparisons between two texts.</p>
Meets	<p>The student's overall performance in reading a variety of literary and informational materials meets the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate adequate comprehension and determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. Students are able to determine the characteristics of various genres and to analyze elements and techniques of literary text. They analyze the use of organizational features and structures to enhance their understanding of informational text. Students at this level are able to recognize an author's argument, point of view, or perspective when stated in the text. Students performing at this level typically employ strategies using context, structure, and syntax to understand and acquire new vocabulary and use it correctly in reading. Students at this level typically select and analyze messages as they respond to various texts and media across subject areas. They demonstrate adequate ability to interpret words and phrases as they are used in a text, including determining academic, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They are able to draw conclusions, infer cause and effect, author's purpose, and point of view, and make connections within and across grade-level literary and informational texts. They gain meaning from the text elements, including character development.</p>

Grade 8, Reading Performance Level Descriptors	
Exceeds	<p>The student's overall performance in reading a variety of literary and informational materials exceeds the standard set for students in the eighth grade.</p> <p>Students are consistently able to determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. Students at this level use higher order thinking skills in order to read and comprehend texts and genres. They can differentiate various genres by determining their specific characteristics. Students at this level recognize and trace the development of an author's argument, point of view, or perspective explicitly or implicitly found in the text. Students performing at this level employ various strategies to understand new vocabulary and use it correctly in reading. Students at this level interpret and evaluate various types of texts. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills. They demonstrate a consistent ability to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, or analyzing how specific word choices shape meaning or tone. They evaluate the validity of each argument presented in two texts with opposing points of view. They are able to draw conclusions, infer cause and effect, author's purpose, and point of view, and make connections within and across grade-level literary and informational texts to help increase their understanding of a topic or idea.</p>

Grade 8, English/Language Arts	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for students in eighth grade.</p> <p>Students performing at this level demonstrate a minimal understanding of the conventions of standard English grammar and usage, plus the research and writing process. They are developing an understanding of organizational structures and transitional elements to improve the clarity and focus of writing but need additional practice distinguishing between relevant/irrelevant supporting information and understanding effective closure. They are just beginning to understand how authors use dialogue to develop characters in narrative writing. These students can use basic reference resources for research but need additional support to improve their understanding of the research process, including identifying appropriate resources and research questions. They are still developing an understanding of compound and complex sentence structures and need additional practice to identify/correct misplaced modifiers and to better understand how phrases and clauses function in sentences. They are beginning to understand how verb tenses are used to clarify sequences of events but need additional practice with the conditional and subjunctive moods. These students have a basic understanding of mechanics but need additional practice punctuating complex sentence structures. They recognize some grade-appropriate spelling patterns and can spell some grade-appropriate words correctly. Students at this level show minimal understanding of how language functions in different contexts. They show minimal understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in eighth grade.</p> <p>Students performing at this level demonstrate a good understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students show an appropriate understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They show some understanding of how authors use dialogue to develop characters in narrative writing. Students at this level understand the importance of a focused topic and can identify relevant supporting information and details as well as appropriate and effective closure. They understand the research process and are able to identify appropriate resources, focus research questions, and relate information without plagiarizing. They are able to use compound/complex sentence structures and apply strategies for improving clarity and coherence of ideas, including appropriate use of the active and passive voices and the conditional and subjunctive moods. They recognize and correct misplaced modifiers. These students have a good understanding of mechanics, including the punctuation of complex sentence structures. They recognize grade-appropriate spelling patterns and spell most grade-appropriate words correctly. Students at this level are developing an understanding of how language functions in different contexts. They show an appropriate understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 8, English/Language Arts	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in eighth grade.</p> <p>Students performing at this level demonstrate a thorough understanding of the conventions of standard English grammar and usage, plus the research and writing process. These students show a thorough understanding of the use of organizational structures and transitional elements to improve the clarity and focus of writing. They understand how authors use dialogue to develop characters in narrative writing. Students at this level understand the importance of a focused topic and skillfully identify relevant supporting information and details as well as appropriate and effective closure. They thoroughly understand the research process and consistently identify appropriate resources, focus research questions, and effectively relate information without plagiarizing. They use compound/complex sentence structures and consistently apply strategies for improving clarity and coherence of ideas, including skillful use of the active and passive voices and the conditional and subjunctive moods. They recognize and correct misplaced modifiers. These students have a thorough understanding of mechanics, including the punctuation of complex sentence structures. They recognize grade-appropriate spelling patterns and consistently spell grade-appropriate words correctly. Students at this level have a solid understanding of how language functions in different contexts. They show a thorough understanding of developing topics and sequence and identifying appropriate concluding sentences in informative and narrative text.</p>

Grade 8, Mathematics	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They show minimal understanding in knowing that there are numbers that are not rational, and are unable to approximate them by rational numbers. They demonstrate minimal understanding working with radicals and integer exponents. They show limited evidence understanding the connections between proportional relationships, lines, and linear equations. They have limited ability to analyze and solve linear equations and pairs of simultaneous linear equations. They have difficulty defining, evaluating, and comparing functions. They demonstrate limited ability to use functions to model relationships between quantities. They have limited understanding of congruence and similarity using physical models, transparencies, or geometry software. They show minimal evidence understanding and applying the Pythagorean Theorem. They have difficulty solving real-world and mathematical problems involving volume of cylinders, cones, and spheres. They have limited ability to investigate patterns of association in bivariate data.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the four content domains. They show basic understanding in knowing that there are numbers that are not rational, and are able to approximate them by rational numbers. They demonstrate basic understanding working with radicals and integer exponents. They show evidence understanding the connections between proportional relationships, lines, and linear equations. They have adequate ability to analyze and solve linear equations and pairs of simultaneous linear equations. They adequately define, evaluate, and compare functions. They demonstrate basic ability to use functions to model relationships between quantities. They have basic understanding of congruence and similarity using physical models, transparencies, or geometry software. They show evidence understanding and applying the Pythagorean Theorem. They adequately solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. They have basic ability to investigate patterns of association in bivariate data.</p>

Grade 8, Mathematics	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate broad and in-depth evidence of conceptual and abstract knowledge of the four content domains. They understand that there are numbers that are not rational, and are able to approximate them by rational numbers. They work proficiently with radicals and integer exponents. They understand the connections between proportional relationships, lines, and linear equations. They are proficient in analyzing and solving linear equations and pairs of simultaneous linear equations. They show mastery in defining, evaluating, and comparing functions. They demonstrate advanced ability to use functions to model relationships between quantities. They have advanced understanding of congruence and similarity using physical models, transparencies, or geometry software. They understand and apply the Pythagorean Theorem. They proficiently solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. They show advanced ability to investigate patterns of association in bivariate data.</p>

Grade 8, Science Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in science does not meet the standard set for eighth grade students.</p> <p>Students performing at this level describe only the most explicit differences between various forms of matter. They can identify only the basic forms and transformations of energy. They have a minimal understanding of the relationship between force, mass, and the motion of objects. They can describe only the most explicit characteristics of gravity, electricity, and magnetism. Their understanding of science inquiry skills is not fully developed. They have minimal understanding of scientific habits of mind and how scientific knowledge is acquired and accepted. Their understanding of systems, models, change, and scale is not fully developed. They communicate only the most explicit details of scientific ideas and activities, and they question claims and arguments ineffectively. They use only the most basic computation and estimation skills necessary to analyze scientific data. They show minimal understanding of laboratory safety rules, and they identify and use only the most basic tools and units of scientific measurement.</p>
Meets	<p>The student's overall performance in science meets the standard set for eighth grade students.</p> <p>Students performing at this level describe differences among various states of matter as well as between atoms and molecules and pure substances and mixtures. They understand and demonstrate the Law of Conservation of Matter and the Law of Conservation of Energy. They compare and contrast different forms of energy, characteristics of those forms of energy, and methods of heat transfer. They can describe the relationship between velocity and acceleration and demonstrate the effect of balanced and unbalanced forces on objects. They are able to use knowledge of sound and electromagnetic radiation to solve problems with real-world contexts. They compare series and parallel circuits and demonstrate how electric currents and magnets interact. They understand and apply science inquiry skills. They understand scientific habits of mind and how scientific knowledge is acquired and accepted. They can explain the concepts of systems, models, change, and scale. Their communication of scientific ideas and activities is clear, and they question claims and arguments effectively. They use computation and estimation skills necessary to analyze scientific data. They follow laboratory safety rules, and they identify and use correct tools and units of scientific measurement.</p>

Grade 8, Science	
Performance Level Descriptors	
Exceeds	<p>The student's overall performance in science exceeds the standard set for eighth grade students.</p> <p>Students performing at this level distinguish among various forms of matter and the changes they undergo. They can relate and explain complex transformations of energy and apply the Law of Conservation of Energy and the Law of Conservation of Mass in a range of systems. They can compare different forms of energy and heat transfer and apply them to unfamiliar situations. They apply knowledge of the effects of balanced and unbalanced forces in complex situations. They compare the effects of different simple machines on work. They determine the effects of the manipulation of light and sound in novel contexts. They demonstrate knowledge of the effects of distance and mass on gravitational force and explain advantages of series or parallel circuits for particular situations. They apply science inquiry skills in a variety of settings. They understand scientific habits of mind and how scientific knowledge is acquired and accepted in various scientific fields. They apply the concepts of systems, models, change, and scale to various contexts. Their communication of complex scientific ideas and activities is clear, and they question claims and arguments effectively. They use various computation and estimation strategies to analyze scientific data. They apply their understanding of laboratory safety rules, tools, and units of scientific measurement in a variety of situations.</p>

Grade 8, Social Studies	
Performance Level Descriptors	
Does Not Meet	<p>The student's overall performance in social studies does not meet the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate limited factual understanding of the history, government, geography, and economy of Georgia. They are often unable to explain the significance of events, developments, and people that have influenced Georgia from its settlement to modern times. They demonstrate limited knowledge about the state's geographic regions and limited understanding of the impact that key physical features and climate have had on the development of Georgia. They demonstrate limited understanding of the structure and role of government in Georgia. They are often unable to explain factors that influence economic growth, such as trade and the influence of government policies on individual behaviors. Students demonstrate limited understanding of personal money management, including the concepts of income, investments, credit, and savings.</p>
Meets	<p>The student's overall performance in social studies meets the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate a solid factual understanding of the history, government, geography, and economy of Georgia. They are able to explain the significance of events, developments, and people that have influenced Georgia from its settlement to modern times. They demonstrate solid factual knowledge about the state's geographic regions and can generally explain the impact that key physical features and climate have had on the development of Georgia. They demonstrate a solid understanding of the structure and role of government in Georgia. They are generally able to explain factors that influence economic growth, such as trade and the influence of government policies on individual behaviors. Students demonstrate a general understanding of personal money management, including the concepts of income, investments, credit, and savings.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate a broad and in-depth understanding of the history, government, geography, and economy of Georgia. They are able to analyze and evaluate the significance of events, developments, and people that have influenced Georgia from its settlement to modern times. They demonstrate in-depth knowledge about the state's geographic regions, and they are able to analyze and evaluate the impact that key physical features and climate have had on the development of Georgia. They demonstrate a broad and in-depth understanding of the structure and role of government in Georgia. They are able to analyze and evaluate factors that influence economic growth, such as trade and the influence of government policies on individual behaviors. Students demonstrate a thorough understanding of personal money management, including the concepts of income, investments, credit, and savings.</p>

2013 CRCT Score Interpretation Guide

2703515